DOCUMENT RESUME

ED 316 740	CE 054 438
TITLE	Individualized Cooperative Education (First Year). Teacher Edition.
INSTITUTION	Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE	90
NOTE	1,087p.
AVAILABLE FROM	Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TA1020, $45.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF08 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Basic Skills; Behavioral Objectives; Career Planning; Child Labor; Competency Based Education; *Cooperative Education; Education Work Relationship; *English Instruction; *Individualized Instruction; Interpersonal Communication; *Interpersonal Competence; Job Search Methods; Money Management; Postsecondary Education; Safety; Secondary Education; Study Habits; Vocational Education
IDENTIFIERS	Building Security; Oklahoma

ABSTRACT

This document contains teacher's materials for competencies to be taught to all Oklahoma first-year cooperative education students. Teachers of general cooperative programs (such as individualized cooperative education) may want to use the document as their basic text, but teachers in other vocational areas may prefer to use it as a supplement. The document begins with an explanation of its use. The 16 instructional units are orientation; learn and use general safety practices; employment acquisition; human relations; legal awareness and child labor regulations; store and personnel security; develop good study habits; develop basic communication skills; money management; taxes, wages, and fringe benefits; basic math skills; develop first aid skills; English nouns; English pronouns; English verbs; and career planning and research. Units typically include a unit objective, specific student objectives, suggested activities, suggested resources, teacher's procedures, optional teaching aids, transparency masters, information sheets, supplemental student materials, handouts, tests, and answers to tests. Units include illustrations and references. (CML)

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CE 054 438

CIMC

Oklahoma Department of
Vocational and Technical Education
Stillwater, Oklahoma

Individualized Cooperative Education

(First Year)

Developed by the
Curriculum and Instructional Materials Center
for the division of Trade and Industrial Education
Oklahoma Department of Vocational and Technical Education

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Curriculum and Instructional Materials Center

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Oklahoma Department of Vocational and Technical Education
Stillwater, Oklahoma 74074-4364

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PREFACE

This publication is designed to provide group instruction for the first year. It contains the competencies which are needed by all first year students in cooperative programs. General cooperative programs, such as Individualized Cooperative Education, will use this instructional package as their basic curriculum. Cooperative programs in Business and Office, Home Economics, Agriculture, and Marketing Education will use these materials in conjunction with the specific skills taught in the classroom and to supplement existing curriculum for their areas. The overall purpose of this instructional package is to improve instruction in all cooperative programs. It should also be noted that, while this publication is designed primarily for group instruction, teachers will find it relatively easy to adapt the units to individualized instruction if desired.

Appreciation is expressed to the many individuals who helped in the development of this publication. It is believed that teaching can be more effective with quality instructional materials.

Greg Pierce, Coordinator
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational
and Technical Education

FOREWORD

This publication is designed to direct and support instruction in individualized cooperative programs across the State of Oklahoma. The competencies contained in these units of instruction have been developed by a committee of teachers and industry representatives. The diversity of vocational objectives that students may chose to study creates a unique requirement on the teacher and curriculum. I believe this publication will meet the needs of both teacher and student.

The teacher will have to provide additional supplemental instructional material for the specific technical information in the occupational area selected by each student. This curriculum material is designed to be used as teacher directed, group instruction, but the units can be adapted to individualized instruction with relative ease.

Appreciation is expressed to the many individuals who contributed their valuable time and expertise in the development of this important publication. Teachers will be more effective with the proper use of this material.

Ivan Armstrong
State Supervisor
Trade and Industrial Education

Oklahoma Department of Vocational
and Technical Education

ACKNOWLEDGEMENTS

The CIMC would like to extend appreciation to those individuals who played important roles in the development of Individualized Cooperative Education. Any project as comprehensive and involved as Individualized Cooperative Education requires the contributions of a great number of people. We are thankful for the tremendous support we have received.

A generous thank-you goes to the Industry Advisory Committee members in appreciation for their guidance during the development of this project. The committee members included

Jean Collins
Administrative Assistant
Joe Esco Tire
Oklahoma City, OK

Dale Cozad
Unit Chief
Oklahoma State Dept. of Labor
Oklahoma City, OK

Janet Gibbons
Counselor - Assessment Center
Tulsa Area Vo-Tech
Tulsa, OK

Mary Jane Heid
Program Review Specialist
Guaranteed Student Loan Program
Oklahoma State Regents for
Higher Education

Mark D. Kiyl
Administrative Assistant - Legal
Oklahoma State Dept. of Labor
Oklahoma City, OK

Mildred Nash
Employment Manager
Tulsa Urban League
Tulsa, OK

Appreciation is extended to the ICE instructors who served on the Advisory Committee and devoted their time and effort to the development of the project. A thank-you goes to their administrator and school for supporting their participation in the project. Those participating were

Charlotte Ford
Owasso High School
Owasso, OK

Patricia Hamilton
El Reno High School
El Reno, OK

Robert Killebrew
Altus High School
Altus, OK

Cynthia Ward
Owasso High School
Owasso, OK

Jerry Holt
Hobart High School
Hobart, OK

Bonnie Worley
Kiamichi Area Vo-Tech
Talihina, OK

Special recognition and gratitude goes to the writers who contributed their time, talent, and technical knowledge in determining the content of the publication. They were

Terri Barnes
Technical Writer
CIMC
Dept. of Vo-Tech
Stillwater, OK

Charlotte Ford
ICE Instructor
Owasso High School
Owasso, OK

Patricia Hamilton
ICE Instructor
El Reno High School
El Reno, OK

Kimberly Lane
Senior Intern
Technical Writer
Oklahoma State University

Cynthia Ward
ICE Instructor
Owasso High School
Owasso, OK

Bonnie Worley
ICE Instructor
Kiamichi Area Vo-Tech
Talihina, OK

Thank-you goes to the Oklahoma Department of Vocational and Technical Education whose support made this project possible. They are

Dr. Roy Peters, Jr.
State Director

Dr. Ann Benson
Assistant State Director

Marsha Daves
Trade and Industrial
District Supervisor

Dr. Chuch Hopkins
Assistant State Director

Ivan Armstrong
State Supervisor
Trade and Industrial

Dr. William Hartman
Trade and Industrial
District Supervisor

Without the close cooperation of the Curriculum and Instructional Materials Center and other Oklahoma Department of Vocational and Technical Education staff, this project would not have provided Oklahoma teachers with the quality curriculum materials that they have come to expect. Thank-you goes to

Greg Pierce
CIMC Coordinator

Sheila Stone
Development Coordinator

Terri Barnes
Technical Writer

Thomas Fields
Audio/Visual Spcialist

Craig Maile
Technical Writer

Barbara Kuehl
Secretary

Kathleen Kincaid
Resale Business Manager

Marsha Sneed
Technical Writer

Billie Frazier
Technical Writer

Dr. Gayle Kearns
Curriculum Development
Specialist

Darrell Stiles
Warehouse Manager

Thank-you goes to Indian-Meridan Area Vo-Tech, Best Western, and the Shoe Bank, all of which are located in Stillwater, for their assistance in the preparation of the cover for this project.

A special thank-you goes to Michelle Sharp, Publications Design Specialist and Brenna Tillman, Word Processing Operator for their dedication and determination in the preparation of quality ICE materials. Thank-you goes to Anita Kroth, former CIMC secretary, who went the extra mile and kept the project organized.

Others involved in the development process deserve special thanks. Thank-you goes to Bob Davis and the entire Art Department. Their talent, creativity, and professionalism is greatly appreciated. Thank-you goes to Rose Primeaux and the Communications Center staff and Karen Williams and the Resource Center staff for their assistance.

Special appreciation and gratitude goes to Sue Buck, currently Curriculum Specialist at MAVCC and Marsha Sneed who were instrumental in the original development of the ICE project. Their assistance in the design of the materials and the training of the writers was invaluable. Thank-you is extended to Sue and Marsha for their time and patience.

Marilyn Kay Troupe
Curriculum Development Specialist

USE OF THIS PUBLICATION

INSTRUCTIONAL UNITS

Individualized Cooperative Education contains sixteen units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, pretest , handouts, information sheets, transparency masters, assignment sheets , student supplements, activities sheets, job sheets, practical tests, written tests, and answers to pretest, assignment sheets, activities sheets, and written test. Pretests, practical test, and written tests are included in the instructor edition only. They may be duplicated for classroom use or additional copies may be purchased by calling 1-800-654-4502, in Oklahoma 1-800-522-5810.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in each class period.
- Skills that must be demonstrated
  - Supplies and equipment needed
  - Amount of class time needed for demonstrations.
  - Amount of time needed for student practice.
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Objective sheet (White Pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the performance necessary to reach the unit objective.

The unit objective states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can best be taught.

Instructors should feel free to modify,delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (Pink Pages)

This component is included only in the instructor material.The suggested activities pages assist instructors during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. Teaching suggestions are included for each objective. The instructor should read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Pretest Answers (Pink Pages)

The answers to the pretest are given in this component only to the teacher.

Handouts (White pages)

Handouts are only in the instructor's book. They are supplemental material that is not testable or graded and nice-to-know. The instructor decides if they will be included in the unit. Handouts provide the instructor with additional activities, fact sheets, art, controversial items, and extra practice sheets. They may also include items for the gifted or remedial student.

Pretest (Yellow pages) **Instructor's Edition Only**

This component provides a pre-assessment of the knowledge that a student possesses prior to instruction. In individualized instruction, a student may challenge out of studying some or all of the cognitive objectives. In a group instructional setting, instructors may evaluate the knowledge that a group of students brings with them and determine where instruction should be emphasized.

Information Sheets (Green pages)

The information sheet provides "must know" content essential for meeting the cognitive objectives on the knowledge and comprehension level of Bloom's taxonomy of educational objectives. The information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. It also may be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

The information sheet may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. Notes are short verbal additions to the information sheet or procedural outline that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. Cautions are advisories that tell the student how to avoid causing minor personal injury or equipment damage. Warnings are advisories that tell the student how to avoid serious personal injury or death to the student, persons in the workplace, or users of the project or the procedure.

Supplements (Green pages)

Supplements are in the teacher and student material. Supplements include instructions that could be used for solving a problem or reinforcing the enrichment of learning. The information presented in a supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or job sheets. While supplements are not tested over directly, they may be used to assist in arriving at solutions using cognitive knowledge and higher-order thinking skills. They provide additional information for understanding the topic but may not have direct application to specific objectives.

Transparency Masters (White pages)

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information or assignment sheets.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Activity Sheets (Tan pages)

The purpose of activity sheets is to provide activities not directly in support of any one objective but which support several objectives or seek to influence the student's beliefs, attitudes, or appreciation of the study area.

Activity sheets vary greatly in their number and design from unit to unit. Some deal with the student's attitudes and beliefs. These may ask rather personal questions and are not intended for review by anyone other than the student. Some activity sheets require the student to make written or oral reports. Other activity sheets may require the student to monitor his or her beliefs or other variables over a period of time and may have application in more than one unit. Answer sheets may or may not be included.

Assignment Sheets (Tan pages)

Assignment sheets provide students with information and exercises or problems that address learning levels at or above the application level of Bloom's taxonomy. Assignment sheets provide written exercises for instruction and practice of a specific objective. The introduction to the assignment sheet explains how the assignment sheet relates to the subject area and unit objectives and may provide instructional information or refer students to another component for such information.

Assignment sheets are intended to provide students with practice in exercising higher-order thinking skills. Often, assignment sheets will contain case studies or story problems or other situations in which the student must analyze the circumstances and determine correct responses. Assignment sheets may be given to the students for completion in class
or for homework. Answer sheets are provided.

Job Sheets (Blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustrations assist students in achieving the skill.

The instructor should demonstrate the procedures outlined in each job sheet. Furthermore, the instructor needs to localize the procedure according to the equipment and supplies available in the local situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Practical Tests (Yellow pages) **Instructor's Edition Only**

The practical tests are designed to assist the instructor in the evaluation of the psychomotor activities (job sheets). The practical test provides instructors with a valid mechanism for determining a student's level of ability in performing the procedure stated on the job sheet.

Written Tests (Yellow pages) **Instructor's Edition Only**

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper-pencil and performance objectives must be evaluated. If objectives have been added, deleted, or modified, appropriate changes should be made on the test.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered.

The acceptable response on a unit test, eighty-five (85) percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the "paper-pencil" score along with teacher evaluations of student demonstrations of the desired skills.

Answers to Assignment Sheets and Written Tests (Pink pages)

These components are designed to assist the instructor in evaluation of student performance.

PAGE NUMBERING

Each publication for the Curriculum and Instructional Materials Center is assigned a specific abbreviation. **Individualized Cooperative Education** has been abbreviated **ICE**. Each unit will be recognized by the unit number in roman numerals. Each unit in the publication begins with page 1. Each page number gives the component name, abbreviation of the book, unit number, and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the objective sheet in "Basic Math", which is unit XI, would look like this:

OBJECTIVE SHEET - ICE
XI - 1

METHODS OF DISSEMINATING MATERIAL

Material may be given out a unit or page at a time to keep the material before the students always new. Some teachers ask students to furnish a three-ring binder for the units while studying a particular unit. This is more convenient for taking the material home to study. Each unit is then placed in the large binders upon its completion. The large binders may be purchased from the CIMC. Some teachers have stored the materials by units in filing cabinets or boxes until needed for use. All the units may be given out at once if desired.

Student materials should be provided for each student for best results. They may be purchased in-state for less than a teacher can reproduce the materials, especially when the teacher's time is considered. Student materials contain everything but the test answers, answers to assignment sheets, and suggested activities. The tests are collated together at the back of the student material and should be removed and stored until needed. The student should be allowed to take their materials home at the end of the year.

TEACHING METHODS

It is a challenge to keep students motivated. Teachers can supplement the objectives by providing the "why," personal experiences, and current information. Preparation for each unit should be determined by how each objective can best be taught. Students should become involved in preparing and planning for each unit.

COMPETENCY PROFILES

A competency profile is available for each CIMC publication. Competency profiles document student performance. The profile contains a list of the specific job competencies that a student should achieve before leaving the training program. Profiles should be distributed to students as required.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum Development Coordinator
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and
Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

OBJECTIVE SHEET

ORIENTATION

I

INTRODUCTION

Individualized Cooperative Education is a course designed to enable a student to profit from classroom instruction in general topics that are beneficial to each student and related to each area in which the student is receiving on-the-job training at a specific training station. The student organization, Vocational Industrial Clubs of America, is also an integral part of the training program that will prepare the student for a leadership position in the world of work.

UNIT OBJECTIVE

After completing this unit, the student should be able to complete forms required to be legally employed. The student will show these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with orientation for ICE to their correct definitions.
2. State the rules and regulations for the local cooperative program.
3. Describe the purpose of the forms required for a cooperative program.
4. Select the information an employer should provide an employee during orientation.
5. Identify the benefits of membership in VICA.
6. List the company policies for your training station. (Assignment Sheet 1)
7. Complete Emergency Medical Release form. (Assignment Sheet 2)
8. Complete form 601 - Employment Certification of Age. (Assignment Sheet 3)
9. Complete Memorandum of Training. (Assignment Sheet 4)

10. Complete Training Plan. (Assignment Sheet 5)

11. Complete Work Report. (Assignment Sheet 6)

PREPARATION

- Review unit, study the specific objectives, and plan presentation.
- Order materials to supplement unit.
- Arrange for equipment, such as overhead projector, film projector, etc.
- Handouts 1 and 2 should be given to students during recruitment or before school starts.
- Explain ICE class rules.
- Order forms necessary for student enrollment in the class.

  NOTE: Out-of-state teachers, sample forms are included with the unit, you will still want to order forms that are relevant to your state regulations.

- Birth Certificate Request

  Oklahoma State Department of Health (or appropriate state), Department of Vital Statistics, 1000 NE 10th Street, P.O. Box 53551, Oklahoma City, OK 73152.

- Form 600 and 601

  County Superintendent of Schools or Oklahoma State Department of Labor, 1315 Broadway Place, Oklahoma City, OK 73013.

- Social Security Card Application

  Take or mail the application to the local or county Social Security office or to the Social Security Administration, P.O. Box 17724, Baltimore, MD 21203.

- Competency File Folder - for teacher/coordinator
- Memorandum of Training
- Coordination Record Card
- Training and Evaluation Sheet
- Work Report

Oklahoma State Department of Vocational and Technical Education, CIMC, 1500 West Seventh Avenue, Stillwater, OK 74074.

- In some counties in Oklahoma, a food handler's permit may be required. Contact your local County Health Department.

  NOTE: Out-of-state teachers will need to check with the agencies in your area to secure materials that are not a part of this unit.

- Guest speakers

  Invite representatives from the Department of Labor, Health Education and Welfare, Social Security Office, personnel directors, business people, supervisors, and the Occupational Safety and Health Association.

- Invite a VICA alumni member to talk to the class.

  NOTE: Provide guest speakers with the objective and information sheet that covers their topic beforehand.

- Send a letter to the home of each student prior to the first day of school with form 600 to be filled in and brought to school on the first day of class along with a copy of the student's birth certificate. Include a Birth Certificate Request and Social Security Card Application form with the letter.

  NOTE: Do not assume that everyone has all of the required documentation.

  The letter should include a description of the VICA Club and some of the activities that will be a part of the school year.

- Plan an evening meeting with parents of students enrolled in your class. You can explain the objectives of the class and obtain necessary signatures on forms that you will need.

- Show examples of completed training plans.

- Provide each student with a file folder containing all blank forms.

- Make contact with training station sponsors.

- Prepare a bulletin board display of all forms that will be completed by the student and teacher/coordinator.

- List titles available for training plans. Available from State Department of Vocational and Technical Education.

DELIVERY

Objective 1

- Discuss terminology with the students and let them ask questions.
- Invite a guest speaker from the Department of Labor, Social Security Office, the Department of Health, Education and Welfare, or Occupational Safety and Health Association. They can talk about child labor laws, job safety, employer responsibilities, or other topics you may deem pertinent.
- Use Handouts 3, 4, and 5.

Objectives 2 and 3

- Hand out a list of local rules and regulations with places for the signature of the student and parent/guardian. Place the signed documents in the file of the individual student.
- Describe the forms and list the purposes of each which must be completed for each student to be legally employed. Keep copies of each form in the student's file folder.
- List the reasons each of the forms are important to the cooperative program.
- Show examples of completed forms. Use a transparency master to fill out forms using the overhead.
- Make sure that the training station sponsor and/or supervisor signs each week's work report.

Objective 4

- Give the students a sample list of items an employer should provide the employee with during orientation to the new training station.
- Use Handout 6.
- Invite an employer to explain the orientation process given to new employees.

Objective 5

- List the benefits of membership in VICA.

- Ask a VICA alumni member to relate their experiences and activities as former participants.
- Use the Teacher's Tool Kit, VICA.
- Show film *VICA - You're Number 1.*

NOTE: Provide the guest speakers with the specific topic relevant to the unit of instruction ahead of time.

APPLICATION

Objective 6

- Give the students a list of examples of company policies, then ask them to give the policies of their own training station.
- Use Assignment Sheet 1.
- Invite a personnel director to speak about company policies, how they are determined, and the consequences for not following them.

Objective 7

- Use Assignment Sheet 2 to have the student complete the emergency medical release form and have their parent/guardian sign it.

Objective 8

- Use Assignment Sheet 3 so that the student can secure a work permit.

Objective 9

- Use Assignment Sheet 4 so that the student will understand the responsibility of the class, job, and the consequences for not following through.

Objective 10

- Use Assignment Sheet 5 to introduce the student to the training plan.

Objective 11

- Use Assignment Sheet 6 to show the student how to keep a weekly work record. Discuss time cards, clocking in and out, and keeping a copy for their own records in case a mistake is made on their paycheck.

- Use Handout 7 to illustrate military time.

EVALUATION

Pretest

- Pretest qualifying students.
- Counsel students individually on pretest results and study requirements.,
- Modify materials in the unit or create supplementary materials for individual students as required.

Written test

- Explain to students that they will be asked to demonstrate on the written test the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Material

- *VICA - You're Number 1*

  NOTE: This film is available to Oklahoma teachers on free-loan basis. Oklahoma teachers may order this film from the Oklahoma State Department of Vocational and Technical Education Media Resource Center, 1500 West Seventh Avenue, Stillwater,Oklahoma 74074. Out-of-state teachers check with National VICA.

UNIT REFERENCES

- *Teacher's Tool Kit, VICA*, P.O. Box 3000, Leesburg, Virginia 22075.
- *Cooperative Education Coordinator's Handbook*, Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Material Center, 1500 West Seventh Avenue, Stillwater, OK 74074.
- *Cooperative Vocational Education, Principles, Methods, and Problems*, E.F. Mitchell, Allyn and Bacon, Inc., 1977.

PRETEST ANSWERS

ORIENTATION

I

OBJECTIVE 1

1. k
2. a
3. l
4. o
5. c
6. d
7. m
8. s
9. n
10. i
11. e
12. p
13. f
14. q
15. g

OBJECTIVE 2

Students may use any of the following information to answer this question.

Specific

- Students are not to use the teacher's telephone unless permission is granted.
- Every Monday the student should fill out a work report showing hours worked and tasks performed on the previous week. If umemployed, the student should turn in a job application report.
- Always have paper, pencil, books, and any other material when you report to class.
- Comments that result in positive or constructive actions are encouraged.
- Total cooperation with the instructor and classmates is expected.
- Keep the classroom as much like a job situation as possible.

General

- The ICE student will be representing the school while in the program and must conduct themselves in such a manner, during both working and school hours, that they will reflect favorably upon the school.

- The ICE student must be at least 16 years of age and a junior or senior in high school.

- The student, in order to receive high school credit which will apply toward graduation, must be employed in an appropriate job an average of ten hours per week for a minimum of thirty weeks, plus meet the requirements of the school as to class work.

- Students are responsible for their own transportation to and from their training station.

- The student will be expected to depart the school grounds immediately upon completion of scheduled courses each day and be either home or on the job at all times in the afternoon.

- The student should remember that business people look "business like." The student will conform to the work dress code and practice good grooming at all times.

On the Job

- Students will not quit their job without first consulting with the teacher/coordinator. Students will remain on the job throughout the school year unless laid off due to slack business period. To leave a job under any other circumstances one must have a proper release from the employer and the teacher/coordinator.

- Any student who is fired from their job for any reason will be investigated by the teacher/coordinator. If the student is not at fault, attempts to obtain other employment will be made. If the student is at fault, they will be disciplined according to local board policy.

- Absences will be dealt with according to school policy. The student is expected to attend school as well as the job site. If you are absent from school, you will not be allowed to work without prior approval of the teacher/coordinator.

OBJECTIVE 3

1. To prove age of student
2. Request for a work permit
3. A work permit
4. Required by law for filing income tax and for employer to have reporting number for student

OBJECTIVE 4

1. Hours of work
2. Job description
3. Dress code
4. Review company policy

OBJECTIVE 5

1. b
2. c
3. a

OBJECTIVES 6-11

Refer to answers to Assignment Sheets 1 through 6.

YOU NEED ICE!

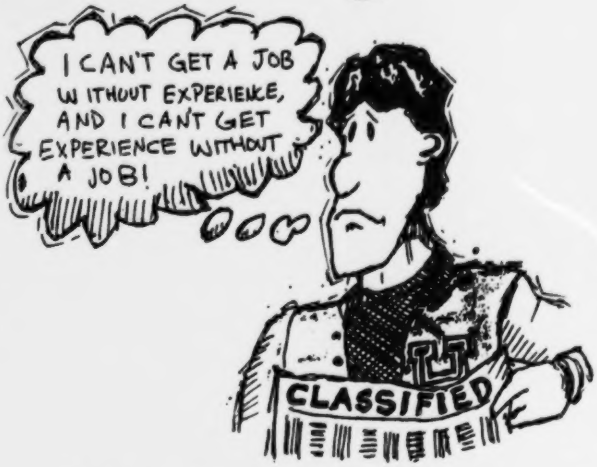
If you want a career, you need experience. Get it with ICE, and get it now.

We all go through the same thing when it comes to job-hunting. You look at a job and know you can do it. But when hiring time comes, you're told, "Sorry, come back when you have experience."

With ***Individualized Cooperative Education,*** or ICE, you get that experience while you're still in school. It's set up so you get high-school credit while you work part-time.

You also learn a good many other valuable skills in the ICE class:

- ***Résumé preparation**-impressive and informative résumés*
- ***Job-hunting skills**-find the right job without spinning your wheels.*
- ***Job interview skills**-demonstrate your best qualities to employers.*
- ***Job applications**-how to fill out an application that impresses.*
- ***Communication skills**-how to talk; how to listen.*
- ***Workplace relations**-communicating with supervisors and co-workers.*
- ***Basic life skills**-consumer rights, insurance, credit, income tax, budgeting, and personal finance.*


I CAN'T GET A JOB WITHOUT EXPERIENCE, AND I CAN'T GET EXPERIENCE WITHOUT A JOB!
CLASSIFIED

But ICE isn't all work. It's also activities and fun. Through our organization, Vocational and Industrial Clubs of America, ICE students participate in lots of activities:

- **Local officer elections**
- **Club fundraising activities**
- **Leadership conferences**
- **Community service projects**
- **Skill and leadership projects**
- **Employer-employee appreciation banquet**
- **Professional development program**

ICE and VICA work hand in hand to provide the skills, knowledge, and abilities to help you get the job you want at the pay you want. So get in touch with your school counselor or ICE instructor and check us out. You'll like what you hear.

APPLICATION FOR ENROLLMENT
COOPERATIVE EDUCATION

PROGRAM: ____________________

Name ____________________ Age _____ Date _________
(Last) (First) (Middle)

Address ____________________ Telephone Number _________

In case of emergency, please indicate parent or guardian ____________________

____________________ Home Telephone _________ Address _________

____________________ Business Telephone _________

Social Security Number _______________

Explain any handicaps or health problems either sensory, mental, or physical which may affect work performance or which should be considered in determining job placement.

____

____

____

Why do you wish to enroll in this program? ____________________

____

What subjects have you enjoyed most? ____________________

What subjects have you enjoyed least? ____________________

List the hours available for work ____________________

Previous Work Experience			
Date	Employer	Address	Type of Work

Present number of credits ____________________

Required subjects to graduate ____________________

Name______________________________________ School Year__________

List References (only one of which may be a teacher)

Name	Address	Telephone	Business or Occupation

Student's Signature______________________Coordinator__________________

Parent's Signature____

OCCUPATIONAL PREFERENCE

Please list in the order of your preference the firm or individual for whom you would like to work as a student-trainee:

First choice: ____

Second choice:____

Third choice:____

PRESENT HIGH SCHOOL SCHEDULE

PD.	SUBJECT	TEACHER	ROOM
1			
2			
3			
4			
5			
6			

Nondiscrimination Statement--This vocational program does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, qualified handicap, or disability.

FORM 600 - APPLICATION FOR WORK PERMIT

No. 600

APPLICATION

FILL IN AND RETURN TO ISSUING OFFICER TO SECURE CERTIFICATE OF AGE FOR EMPLOYMENT.

County .... City ....

Date .... 19....

TO BE FILLED OUT BY APPLICANT

Name of applicant .... Resides at ....

Date of Birth, Month .... Day .... Year .... Birthplace ....

Grade in which enrolled .... School .... Last grade completed ....

Name of person with whom residing .... Relationship ....

Mailing Address .... Remarks ....

TO BE FILLED OUT BY EMPLOYER

Upon presentation of an Employment Certificate, the Minor Named above will be Employed by

Name of Firm .... Address .... Telephone ....

At the following occupation .... Hours of work: From .... to ....

And from .... to .... for .... days per week

Will attend .... Date ....

....
Signature of Employer

(PERSONS UNDER 16 MAY NOT WORK MORE THAN 8 HOURS A DAY NOR MORE THAN 48 HOURS PER WEEK)

(OVER)

TO BE FILLED OUT BY PARENT OR GUARDIAN

This is to certify that I am the .... of the above minor and that I hereby consent to his/her employment by the above employer provided said minor is first issued an employment certificate as required by law. I further certify that he or she was born on the date above written and that I have been requested by the issuing officer to submit to him one of the documentary proofs of the date of birth and in the order listed below and do submit the proof indicated. SCHOOL RECORDS CANNOT BE ACCEPTED. LEGAL PROOF OF AGE

MUST BE ONE OF THE FOLLOWING: Birth Certificate .... Certificate of Baptism .... Bible Record ....

Certificate of Confirmation or other church ceremony at least one year old .... Certificate of arrival in the United States ....

Life Insurance Policy at least one year old .... A certificate signed by two Physicians, one of whom shall be a Public Health Officer

or public school Medical Inspector ....

It is agreed that irregular attendance or unsatisfactory class work will be sufficient cause for cancellation of this program.

Date .... 19.....   ....
Signature of Parent or Guardian

PRINCIPAL'S OR TEACHER'S RECOMMENDATION

I, the undersigned (recommend ☐, do not recommend ☐, have no recommendation to make ☐ that ....

be given an employment certificate, provided ....

....

....
Signature of Principal or Teacher

APPLICATION FOR BIRTH CERTIFICATE

Division of Vital Records, Oklahoma State Department of Health
1000 Northeast 10th Street, Post Office Box 53551
Oklahoma City, Oklahoma 73152

APPLICATION FOR SEARCH AND CERTIFIED COPY OF BIRTH CERTIFICATE

Facts Concerning This Birth

Full name of child ____________________

Date of birth ______ (Mo.) ______ (Day) ______ (Year) Place of birth ______ (County) ______ (City), OKLAHOMA

Full name of father ____________________

Full Maiden name of mother ____________________

Signature of person making this application ____________________ Date of this application ____________

If both parents names are not indicated on the original certificate of birth and a "full copy" is desired it will be necessary to have the signature of the mother, or the registrant if of legal age, or if certificate is required for "adoption purposes" the signature of the attorney of record and a statement from him to that effect.

The above signature is by ( ) person himself-herself ( ) next-of-kin ( ) authorized agent

Purpose for which this copy is needed
( ) School ( ) Passport ( ) Employment ( ) Adoption ( ) Other (Please state) ____________

Has copy of this person's birth certificate been received before? ( ) Yes ( ) No ( ) Unknown

---

PLEASE PRINT CORRECT MAILING ADDRESS BELOW:

____________________ (Name)

____________________ (Street address)

____________ (City) ____________ (State)

Number of copies wanted @ $5.00 ____________

Fee enclosed $ ____________

ENCLOSE A STAMPED,
SELF-ADDRESSED
ENVELOPE WITH THIS
APPLICATION

Request for a search of the records for a birth certificate of any person born in Oklahoma should be submitted on this blank along with the required fee of $5.00 If the birth record is on file, a certified copy will be mailed. If no record of the birth is found, then blanks and instructions for filing a "delayed" birth certificate will be sent. This fee will be credited on the $10.00 fee required for the first certified copy from the delayed record after it has been placed on file.

The information requested above should be filled in carefully and accurately. It is the minimum needed in the Vital Records office to make a thorough search for any birth record.

Send five dollars ($5.00) in cash, money order or check for each copy desired. Cash is sent at sender's risk. Make checks or money orders payable to the State Department of Health.

A copy required to be submitted to the Veterans Administration or U.S. Commissioner of Pensions, in connection with a claim for military-service-connected benefits may be obtained without fee provided a signed statement is attached which sets forth these facts and requests that the copy be issued without fee. Members of the armed forces and veterans must pay regular fees for copies to be used for all other purposes.

SOCIAL SECURITY CARD APPLICATION

SOCIAL SECURITY ADMINISTRATION
Application for a Social Security Card

Form Approved
OMB No. 0960-0066

INSTRUCTIONS
- Please read "How To Complete This Form" on page 2.
- Print or type using black or blue ink. DO NOT USE PENCIL.
- After you complete this form, take or mail it along with the required documents to your nearest Social Security office.
- If you are completing this form for someone else, answer the questions as they apply to that person. Then, sign your name in question 16.

1 **NAME** To Be Shown On Card ▶ FIRST ___ FULL MIDDLE NAME ___ LAST ___

FULL NAME AT BIRTH IF OTHER THAN ABOVE FIRST ___ FULL MIDDLE NAME ___ LAST ___

OTHER NAMES USED ___

2 **MAILING ADDRESS** Do Not Abbreviate ▶ STREET ADDRESS, APT. NO., PO BOX, RURAL ROUTE NO. ___

CITY ___ STATE ___ ZIP CODE ___

3 **CITIZENSHIP** (Check One) ☐ U.S. Citizen ☐ Legal Alien Allowed To Work ☐ Legal Alien Not Allowed To Work ☐ Foreign Student Allowed Restricted Employment ☐ Conditionally Legalized Alien Allowed To Work ☐ Other (See Instructions On Page 2)

4 **SEX** ☐ Male ☐ Female

5 **RACE/ETHNIC DESCRIPTION** (Check One Only—Voluntary) ☐ Asian, Asian-American Or Pacific Islander ☐ Hispanic ☐ Black (Not Hispanic) ☐ North American Indian Or Alaskan Native ☐ White (Not Hispanic)

6 **DATE OF BIRTH** MONTH DAY YEAR ___ 7 **PLACE OF BIRTH** (Do Not Abbreviate) CITY ___ STATE OR FOREIGN COUNTRY ___ ☐ Office Use Only FCI

8 **MOTHER'S MAIDEN NAME** FIRST ___ FULL MIDDLE NAME ___ LAST NAME AT HER BIRTH ___

9 **FATHER'S NAME** FIRST ___ FULL MIDDLE NAME ___ LAST ___

10 **Has the person in item 1 ever applied for or received a Social Security number before?**

☐ Yes (If "yes", answer questions 11-13.) ☐ No (If "no", go on to question 14.) ☐ Don't Know (If "don't know", go on to question 14.)

11 **Enter the Social Security number previously assigned to the person listed in item 1.**

☐☐☐-☐☐-☐☐☐☐

12 **Enter the name shown on the most recent Social Security card issued for the person listed in item 1.**

FIRST ___ MIDDLE ___ LAST ___

13 **Enter any different date of birth if used on an earlier application for a card.** MONTH ___ DAY ___ YEAR ___

14 **TODAY'S DATE** ▶ MONTH DAY YEAR ___ 15 **DAYTIME PHONE NUMBER** ▶ ( ) AREA CODE ___

DELIBERATELY FURNISHING (OR CAUSING TO BE FURNISHED) FALSE INFORMATION ON THIS APPLICATION IS A CRIME PUNISHABLE BY FINE OR IMPRISONMENT, OR BOTH

16 **YOUR SIGNATURE** ▶ ___

17 **YOUR RELATIONSHIP TO THE PERSON IN ITEM 1 IS:** ☐ Self ☐ Natural Or Adoptive Parent ☐ Legal Guardian ☐ Other (Specify) ___

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

NPN		DOC	NTI	CAN		ITV
PBC	EVI	EVA	EVC	NWR	DNR	UNIT

EVIDENCE SUBMITTED

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW

DATE

DCL DATE

STUDENT - TRAINEE INTRODUCTION CARD

Individualized **COOPERATIVE EDUCATION**

STUDENT–TRAINEE INTRODUCTION CARD

This introduces ____
of ____ program
from ____ school.
Telephone ____

. . . .

Present this card to ____
Company ____
Address ____
(Leave card with above person so it can be picked up by teacher-coordinator.)

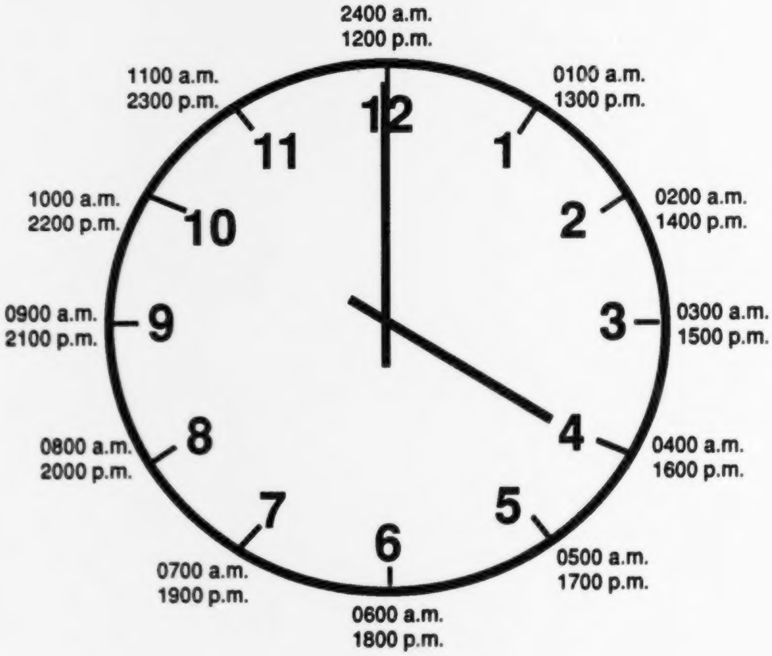
____
Teacher-Coordinator

MILITARY TIME

There are a number of businesses and companies that use military time for employees to clock in and out of work. Therefore, it is important for you to understand how to interpret your time card.

Military time is calculated using 24 hours in groups of four digits ranging from 0001 (one minute after midnight) to 2400 (midnight) based on a 24-hour clock system. The first two numbers represent the hours after midnight and the last two numbers the minutes of each hour. Examples: 4:30 a.m. would be 0430, and 4:30 p.m. would be 1630.

Practice using military time with the sample clock provided.


2400 a.m.
1200 p.m.
0100 a.m.
1300 p.m.
0200 a.m.
1400 p.m.
0300 a.m.
1500 p.m.
0400 a.m.
1600 p.m.
0500 a.m.
1700 p.m.
0600 a.m.
1800 p.m.
0700 a.m.
1900 p.m.
0800 a.m.
2000 p.m.
0900 a.m.
2100 p.m.
1000 a.m.
2200 p.m.
1100 a.m.
2300 p.m.
12
1
2
3
4
5
6
7
8
9
10
11

PRETEST

ORIENTATION

I

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with orientation for ICE to their correct definitions. Write the letter of the correct answer in the blank provided. (Question is continued on the following page.)

____ 1. Required by law for filing income tax

____ 2. Provide proof of age

____ 3. Requests a work permit

____ 4. A work permit filled out and signed by the teacher and student

____ 5. Terms of employment of the student

____ 6. To be used in the event of an accident

____ 7. To record progress of the student

____ 8. To keep track of visits to work stations

____ 9. Tasks the student will be taught by the supervisor

___ 10. A running total of the wages earned and hours worked by the student

___ 11. Courses which prepares a person for a career

___ 12. School credit for on-the-job training

a. Birth certificate

b. Letter of application

c. Memorandum of training

d. Emergency medical release

e. Vocation education

f. Training station

g. Group instruction

h. Job record sheet

i. Work report

j. Job application

k. Social security card

l. Form 600

___13. Business provides training and learning experiences for students

___14. Responsible for training and evaluating students

___15. General classroom learning for all students

m. Student competency file folder

n. Training plan

o. Form 601

p. Individualized Cooperative Education

q. Training station sponsor

r. Related instruction

s. Coordination records sheet

t. On-the-job training

OBJECTIVE 2

State the rules and regulations of the local cooperative program.

Specific

1. ____________________

2. ____________________

General

1. ____________________

2. ____________________

On-the-job

1. ____________________

2. ____________________

OBJECTIVE 3

Describe the purpose of the forms required for a cooperative program.

1. Birth certificate

   ____

2. Form 600

   ____

3. Form 601

   ____

4. Social security card

   ____

OBJECTIVE 4

Select the information an employer should provide an employee during orientation. Circle the correct answer(s).

1. Hours of work
2. Job description
3. Dress code
4. A watch for telling time
5. Transportation to work
6. Free lunch
7. Review company policy

OBJECTIVE 5

Identify the benefits of membership in VICA. Circle an answer for each question.

1. VICA gives students the ability to develop
   a. as a person
   b. leadership
   c. a job skill
   d. a research paper

2. VICA teaches students how to
    a. Dress correctly
    b. Buy clothes
    c. Organize
    d. Make posters
3. VICA helps students develop
    a. Confidence
    b. Ideas
    c. Attitudes
    d. Values

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 6	**List the company policies at your training station.**	SCORE ________
OBJECTIVE 7	**Complete Emergency Medical Release form.**	SCORE ________
OBJECTIVE 8	**Complete form 601.**	SCORE ________
OBJECTIVE 9	**Complete Memorandum of Training.**	SCORE ________
OBJECTIVE 10	**Complete Training Plan.**	SCORE ________
OBJECTIVE 11	**Complete Work Report.**	SCORE ________

OBJECTIVE 1 **Match terms associated with orientation for ICE to their correct definitions.**

- **Birth Certificate**—Obtained by request at the Vital Statistics agency in the state where the student was born.
- **Coordination Record Sheet**—Information for the teacher/coordinator which includes where the student is employed, the supervisor, legal parent/ guardian, and the student's work schedule.
- **Emergency Medical Release**—A form to enable school officials or employers to seek emergency medical treatment for the student learner in the event that the parent cannot be reached in an emergency.
- **Form 600**—A form to be completed by the employer and parent requesting a work permit for an under age employee.

  NOTE: Not required for a student who is 18 years of age or older.
- **Form 601**—A work permit filled out by the teacher/coordinator and signed by both the teacher and student. The original goes to the employer and is kept for two years after the person is no longer in their employ.

  NOTE: Not required if the student is 18 years old.

  NOTE: One copy is retained by the teacher, a copy is given to the employer, and a copy is sent to the State Department of Labor.
- **Group Instruction**—General classroom instruction needed by all student regardless of their training station.
- **Individualized Cooperative Education**—Instructional program in which students receive school credit for on-the-job training.
- **Memorandum of Training**—A form signed by the parent/guardian, employer, student, and the teacher/coordinator outlining conditions of employment of the student learner.

- **On-the-Job Training**—Training received by the student acquired at the place of employment.
- **Related Instruction**—Instruction related directly to and supporting the student's on-the-job training and/or career choice
- **Social Security Card**—A card required by law for filing income tax and for the employer to have for reporting social security taxes withheld from the employee's paycheck.
- **Student Competency File Folder**—A file for each student in which the teacher files copies of all the student's records and also records the progress of the student in the course.
- **Training Plan**—A plan outlining the tasks to be taught to the student learner by the training station sponsor.
- **Training Station**—Business/industry which cooperates with the school to provide training and learning experiences for students enrolled in the ICE program.
- **Training Station Sponsor**—Employer or supervisor responsible for training and evaluating students enrolled in the ICE program.
- **Vocational Education**—Courses which specifically help a person prepare for a career. The Individualized Cooperative Education course provides both on-the-job-training and classroom instruction relevant to the world of work.
- **Work Report**—Report to be filed every week outlining tasks performed at the training station and pay record.

OBJECTIVE 2 **State the rules and regulations of the local cooperative program.**

Specific

- Students are not to use the teacher's telephone unless permission is granted.
- Every Monday the student should fill out a work report showing hours worked and tasks performed on the previous week. If unemployed, the student should turn in a job application report.
- Always have paper, pencil, books, and any other material when you report to class.

- Comments that result in positive or constructive actions are encouraged.
- Total cooperation with the instructor and classmates is expected.
- Keep the classroom as much like a job situation as possible.

General

- The ICE student will be representing the school while in the program and must conduct themselves in such a manner, during both working and school hours, that they will reflect favorably upon the school.
- The ICE student must be at least 16 years of age and a junior or senior in high school.
- The student, in order to receive high school credit which will apply toward graduation, must be employed in an appropriate job an average of ten hours per week for a minimum of thirty weeks, plus meet the requirements of the school as to class work.
- Students are responsible for their own transportation to and from their training station.
- The student will be expected to depart the school grounds immediately upon completion of scheduled courses each day and be either home or on the job at all times in the afternoon. The student should be seeking a job if not employed.
- The student should remember that business people look "business like." The student will conform to the appropriate work dress code and practice good grooming at all times.

On the Job

- Students will not quit their job without first consulting with the teacher/coordinator. Students will remain on the job throughout the school year unless laid off due to slack business period. To leave a job under any other circumstances one must have a proper release from the employer and the teacher/coordinator.
- Any student who is fired from their job for any other reason will be investigated by the teacher/coordinator. If the student is not at fault, attempts to obtain other employment will be made. If the student is at fault, they will be disciplined according to local board policy.

- Absences will be dealt with according to school policy. The student is expected to attend school as well as the job site. If a student is absent from school they will not be allowed to work without prior approval of the teacher/coordinator.

  NOTE: Attendance is an important factor in your job success.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

- The students, in order to broaden leadership ability, occupational understanding, civic consciousness, social intelligence, and competitive ability, will become eligible for membership in the Vocational Industrial Clubs of America (VICA). This program of local, state, and national activity is national in scope of youth involvement. It is considered to be co-curricular and an integral part of the total ICE program. VICA participation is figured into the ICE grading system.

- A membership fee must be paid at the beginning of the school year which is sent to state and national VICA for dues. Local dues are in addition to state and national and will remain in the local fund for operating expenses for the year.

- Each student will be expected to help plan and attend VICA activities. One activity should be an Employer/Employee Banquet. The banquet gives the trainee an opportunity to express appreciation to the employer for the effort, time, and expense put forth by allowing their business to be used as an ICE training station.

  NOTE: Each student will have the opportunity to nominate their employer for the Employer of the Year Award.

- Local VICA meetings will be held at least once a month with district and state conferences held throughout the year at various locations.

OBJECTIVE 3

Describe the purpose of the forms required for a cooperative program.

- **Birth Certificate**—to prove age of student

- **Coordination records sheet**—to keep track of coordination visits

  NOTE: At least one per grading period.

- **Emergency Medical Release**—to be used in case of an accident, illness, or injury.

  NOTE: Parents are often not available in an emergency.

- **Form 600**—to be completed by the employer and parent/guardian to show that the student is employed and requests a work permit.

- **Form 601**—a work permit (certificate of age) required for all students until age 18 for each place of employment. Employer is required to keep work permit for two years after the student is no longer in their employ.

- **Memorandum of training**—an agreement signed by employer, parent/guardian, student, and teacher agreeing on terms of the employment of the student.

- **Social Security Card**—required by law for filing income tax and for employer to have reporting number for student.

- **Student competency file folder**—to keep student records and to record progress during the year.

- **Training Plan**—a list of tasks the student will be taught by the training station supervisor.

- **Work Report**—a sheet listing weekly duties accomplished by the student at the training station, and a running total of the wages earned and hours worked by the student.

- **Evaluation sheet**—used by the teacher to have a written evaluation of the student's progress on-the-job. To be filled out each grading period by the training station supervisor.

OBJECTIVE 4 **Select the information an employer should provide an employee during orientation.**

INTRODUCTION You are valuable to your employer or you would not have been hired. To become more valuable to the training station sponsor take note of the rules and regulations your employer will set forth during orientation. If you do not understand the information, ask questions. Repeat the information and/or directions to make sure that you have it correct. Refer to supervisors and older co-workers as Mr., Mrs., Miss, or Ms. until instructed differently.

The training station employer should

- Determine the hours of work.
- Give you the name and title of your supervisor.
- Introduce you to your co-workers.
- Give you the times for lunch and break.
- State the dress code requirements.
- Familiarize you with the pay periods and rate of pay.
- Give you a current job description.
- Familiarize you with all the areas of your training station and answer questions.
- Review the employee handbook if it exists.
- Explain what fringe benefits are available to you as an employee.

  NOTE: Insurance, parking, retirement, employee discounts, etc.
- Explain if there are any hazards related to your job duties.
- Have you sign any paper work required.

OBJECTIVE 5 **Identify the benefits of membership in VICA.**

INTRODUCTION Students will be offered the opportunity to participate in the organization, Vocational Industrial Clubs of America.

Benefits to the student are

- To give students the opportunity to develop leadership skills by being a part of the educational, social, civic, and vocational activities.
- To learn how to plan, organize, and carry out club activities and projects.
- To enter into competitive events on local, district, state and national levels.
- To develop character, confidence, personality, and poise.

- To develop positive attitudes which will help them to become active and productive citizens in the school, community, and on the job.

ASSIGNMENT SHEET 1

ORIENTATION

NAME ______________________________ SCORE ______

OBJECTIVE 6

List the company policies for your training station.

INTRODUCTION

To become a worker valued by your employer, you must be familiar with the company rules and policies. In the space below write the regulations and policies which have been set by your employer.

Name of Company and/or business ______________________

Supervisor ____

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

NAME ______________________ SCORE ______

OBJECTIVE 7 **Complete Emergency Medical Release form.**

EMERGENCY MEDICAL RELEASE FORM

__________ has my permission to seek emergency medical care for my son/daughter ______________ from any qualified medical practitioner from ______, 19__ to ______, 19__.

Parent/Guardian

Mother______________ Work Phone____________

Father ______________ Work Phone ____________

Home Address ______________ Phone ____________

Insurance Company ______________________________

Policy Number ______________________________

List any allergies and/or any special medications ____________

____

In case of an emergency please contact

____

Phone Number________________

Date__________

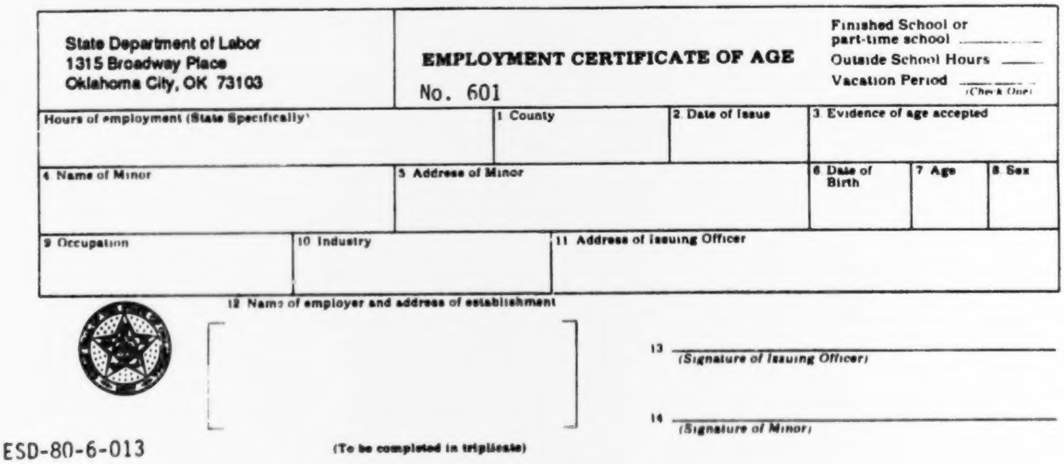
Signed______________________________________
Parent/Guardian

ASSIGNMENT SHEET 3	**ORIENTATION**	**I**

NAME ________________________ SCORE ______

OBJECTIVE 8

Complete Form 601 - Employment Certificate of Age. (Also refered to as a work permit)



State Department of Labor
1315 Broadway Place
Oklahoma City, OK 73103

EMPLOYMENT CERTIFICATE OF AGE

No. 601

Finished School or part-time school ______
Outside School Hours ______
Vacation Period ______ (Check One)

Hours of employment (State Specifically)	1 County	2 Date of Issue	3 Evidence of age accepted		
4 Name of Minor	5 Address of Minor		6 Date of Birth	7 Age	8 Sex
9 Occupation	10 Industry	11 Address of Issuing Officer			

12 Name of employer and address of establishment

13 ______________________________
(Signature of Issuing Officer)

14 ______________________________
(Signature of Minor)

ESD-80-6-013

(To be completed in triplicate)

INFORMATION FOR EMPLOYER

A State Certificate of Age is accepted as proof of age under the child labor provisions of the State Labor Laws. This Certificate protects the employer only if it shows the minor to be the legal age for the occupation in which he/she is employed.

Keep this Certificate on file as long as the minor is in your employ and for a minimum period of two (2) years after termination of the minor. This Certificate is not valid for any other employer or occupation than the one named herein.

This Certificate is to be issued only when persons applying for same have complied with compulsory School Laws, Title 70, Sec. 10, and has furnished legal proof of age as required by Title 40, Section 79 O.S., 1971. It must be filled out in triplicate, in three colors; the white one sent to the employer, the yellow one sent to the State Commissioner of Labor, Oklahoma City, and the pink one kept on file by the issuing officer.

NAME ______________________ SCORE ______

OBJECTIVE 9 Complete Memorandum of Training.

COOPERATIVE EDUCATION MEMORANDUM OF TRAINING

Program: BOE ______ DE/M ______ HOE ______ ICE ______ VAOT ______ VCHE ______

Cooperative Training Station ______________________ Date ______________

Address ______________________ Telephone No. ______________

Cooperative Student-Trainee ______________________ Date of Birth ______________

Grade ______________ Work Hours ______________________

Occupational Objective ______________________ Training Period ______________ Mos. or Wks.

Parent or Guardian ______________________ Phone (Res.) ______ Phone (Bus.) ______

Address ______________ ______________ Business Address ______________

1. The cooperating firm will employ the above student-trainee on a part-time basis and will provide training which will help him or her realize his or her occupational objective according to a mutually developed training plan.
2. The school will provide organized vocational and related courses of study which will meet the needs of the student-trainee.
3. The cooperating training station will assist the coordinator by giving pertinent information which will assure the successful progress of the student-trainee.
4. The State Department of Labor requires training station sponsors to have on file verification of the student's age if the student is under 18.
5. The student-trainee, in order to receive high school credits which will apply toward his or her graduation, must be employed a minimum of ten (10) hours per week for a minimum of thirty (30) weeks, and meet the requirements of the school as to classwork.
6. The parents (or guardian) will be responsible for the personal conduct of the student-trainee while participating in the cooperative education program.
7. The parents (or guardian) will assume full responsibility for any action or happening pertaining to the student-trainee from the time he or she leaves school until he or she reports to his or her training position.
8. The parents (or guardian) and student-trainee understand that the part-time Cooperative Education program is organized and maintained primarily for high school juniors or seniors 16 years of age or over (COE limited to seniors only) to secure training that will better fit them as potential full-time employees.
9. The schedule of compensation shall be mutually agreed upon by the cooperating training firm and the student-trainee.
10. The student-trainee agrees to abide by all the rules and regulations set forth by the coordinator and training sponsor (employer).
11. The coordinator and training sponsor (employer) will work closely together on all problems concerning the mutual welfare of all parties concerned and especially for the successful progress of the student-trainee.
12. The coordinator will at regular intervals (at least once each grading period) observe the student-trainee while at work and check with the training sponsor in order to assure successful occupational progress.

Opportunities in the vocational training program are provided to all students without regard to race, color, national origin, sex, or handicap.

The cooperating firm will accept, assign, and otherwise treat student-trainees without regard to race, color, national origin, sex, or handicap.

We, the undersigned, indicate by the affixing of our signatures that we have read and understand the purpose of intent of this "Memorandum of Training."

By: ______________________ ______________________

Employer — Teacher-Coordinator

______________________ ______________________

Parent or Guardian — Student-Trainee

*NOTE: COMPLETE IN TRIPLICATE: White copy to training station
Green copy to teacher-coordinator
Yellow copy to student's parent or guardian

This institution does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, qualified handicap, or disability.

83-001865

ASSIGNMENT SHEET 5 | **ORIENTATION** | **I**

NAME ______________________ SCORE ________

OBJECTIVE 10 **Complete Training Plan.**

STUDENT TRAINING PLAN/EVALUATION FORM

Oklahoma State Dept. of Vocational Technical Education

Training Station ______________________

Job Title ______________________

Student's Name ______________________

Training Plan Completed __________ Evaluation Completed __________

RATING KEY
4 - Skilled
3 - Moderately Skilled
2 - Limited Skill
1 - Not Satisfactory
0 - Not Covered

Check Task To Be Performed	Task No.	Task	On The Job	Classroom	Individual	Rating (optional)			
						1st 9 wks.	2nd 9 wks.	3rd 9 wks.	4th 9 wks.
	1.								
	2.								
	3.								
	4.								
	5.								
	6.								
	7.								
	8.								
	9.								
	10.								
	11.								
	12.								
	13.								
	14.								
	15.								
	16.								
	17.								
	18.								
	19.								
	20.								
	21.								
	22.								
	23.								
	24.								
	25.								
	26.								
	27.								
	28.								
	29.								

NOTE: Employer--please check any tasks you wish student trainee to be evaluated on

(Continued on reverse side)

Check Task To Be Performed	Task No.	Task	On The Job	Classroom	Individual	Rating (optional)			
						1st 9 wks.	2nd 9 wks.	3rd 9 wks.	4th 9 wks.
	30.								
	31.								
	32.								
	33.								
	34.								
	35.								
	36.								
	37.								
	38.								
	39.								
	40.								
	41.								
	42								
	43								
	44								
	45								
	46								
	47								
	48								
	49								
	50								
	51								
	52								
	53								
	54								
	55								
	56								
	57	Quality of work							
	58	Attitude toward work							
	59	Human relations							
	60	Personal appearance							
	61	Dependability							

	Length of Training		
	From		
Training Sponsor	To		Teacher Coordinator

NAME ______________________ SCORE ______

OBJECTIVE 11 **Complete Work Report.**

DIRECTIONS The Work Report should be completed at the end of each work week unless you are paid bi-weekly or monthly. Use your check stub to fill in the information requested on the Work Report. You should retain a copy for yourself and one for the teacher/coordinator. The Work Report form is on the following page.

INDIVIDUALIZED COOPERATIVE EDUCATION
WORK REPORT
PAY RECORD SHEET

Student Name ______________________ Semester 1 2

Employer (Co.)______________________ Year 19 ______

	Job Duties	Pay Period		Hourly Rate	Hours Worked	Gross Pay	Federal Withholding	State Withholding	FICA	Net Pay	
		From	To								
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
Total											

Total Net Pay For Quarter ______________________

Total Hours Worked This Quarter ______________

______________________ Student Signature

______________________ Teacher Signature

______________________ Employer Signature

- Forms must be printed in upper and lower case alphabet.
- Forms must be completed in ink.
- Be sure every blank is filled in, or marked in such a way as to assure that the blank was not omitted by mistake, i.e. N/A.
- Check spelling for correctness.
- Addresses must be complete, including zip codes.
- Telephone numbers must contain area codes to be complete.
- Write legibly or type information.
- Have the instructor evaluate your work.

WRITTEN TEST

ORIENTATION

I

OBJECTIVE 1

Match terms associated with orientation for ICE to their correct definitions. Write the correct letter in the blank. (Question is continued on the following page.)

____ 1. Training received at the place of employment

____ 2. Instruction for on-the-job training

____ 3. General classroom instruction

____ 4. Responsible for training students

____ 5. Instructional program for credit

____ 6. Courses to prepare for career

____ 7. A total of hours worked by the student

____ 8. Tasks the student will be taught

____ 9. Form to keep track of visits

___ 10. Form to record progress of student

___ 11. Used in case of an accident

___ 12. Is not required if the student is 18

___ 13. A request to work

___ 14. Proof of age of student

___ 15. Required by law for workers

a. Coordination Record Sheet

b. Training Plan

c. Vocation Education

d. Individualized Cooperative Education

e. Training Station

f. Training Station Sponsor

g. On-the-Job Training

h. Group Instruction

i. Related Instruction

j. Job Record Sheet

k. Social Security Card

l. Student Competency File Folder

m. Emergency Medical Release

n. Memorandum of training

o. Form 601

p. Letter of Application

q. Form 600

r. Job Application

s. Birth Certificate

t. Work Report

OBJECTIVE 2

State the rules and regulations of the local cooperative program. Complete the following statements.

1. Membership in VICA

____

____

2. Attendance

____

____

3. Quitting work without permission

____

____

4. Dress code for work

____

____

5. Transportation to work

____

____

6. Telephone usage

____

____

OBJECTIVE 3

Describe the purpose of the forms required for a cooperative program.

1. Training Plan

____

2. Memorandum of Training

____

3. Evaluation Sheet

____

4. Work Report

____

OBJECTIVE 4

Select the information an employer should provide an employee during orientation. Circle the correct answer(s).

1. Hazards of the job
2. Introductions to other employees
3. Review Handbook
4. Special office
5. Ventilation
6. Fringe benefits offered
7. Job duties

OBJECTIVE 5 **Identify the benefits of membership in VICA.** Circle the correct answer(s).

1. Education
2. Wealth
3. Values
4. Leadership
5. Character
6. Morals
7. Poise
8. Competition

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 6 **List the company policies for your training station.** SCORE ________

OBJECTIVE 7 **Complete Emergency Medical Release form.** SCORE ________

OBJECTIVE 8 **Complete form 601.** SCORE ________

OBJECTIVE 9 **Complete Memorandum of Training.** SCORE ________

OBJECTIVE 10 **Complete Training Plan.** SCORE ________

OBJECTIVE 11 **Complete Work Report.** SCORE ________

WRITTEN TEST ANSWERS

ORIENTATION

I

OBJECTIVE 1

1. g
2. i
3. h
4. f
5. d
6. c
7. t
8. b
9. a
10. l
11. m
12. o
13. q
14. s
15. k

OBJECTIVE 2

1. It broadens leadership ability, occupational understanding, civic consciousness, social intelligence, and competitiveness.
2. Absences will be dealt with according to school policy, If the student is absent from school, they will not be allowed to go to work without prior approval of the teacher/coordinator.
3. The student will not quit their job without a proper release from the employer and the teacher/coordinator.
4. The student will conform to the work dress code and practice good grooming at all times.
5. The ICE student is responsible for transportation to and from work.
6. Students will not use the instructor's telephone unless permission has been granted.

OBJECTIVE 3

1. A list of tasks the student will be taught by the training station supervisor.

2. An agreement signed by the employer, parent/guardian, student, and teacher agreeing on the terms of employment of the student.

3. Used by the teacher to have a written evaluation of the student's progress on-the-job. To be filled out each grading period by the training station supervisor.

4. A sheet listing weekly tasks accomplished by the student at the training station, and running total of the wages earned by the student.

OBJECTIVE 4

1, 2, 3, 6, 7

OBJECTIVE 5

1, 4, 5, 7, 8

OBJECTIVES 6 - 11

Refer to answers to Assignment Sheets 1 through 6.

OBJECTIVE SHEET

LEARN AND USE GENERAL SAFETY PRACTICES

II

INTRODUCTION

To prevent accidents and injuries, it is important to become familiar with general safety practices. Proper knowledge of fire safety, lifting techniques, and general safety practices are essential. Such knowledge will benefit both employers and employees through fewer accidents and injuries, and a more productive (and profitable) business.

UNIT OBJECTIVE

After completing this unit, the student should be able to determine general safety practices, know the safety color code, and know fire extinguishers suitable for various classes of fire. The student will practice proper lifting techniques, and know general precautions for working with hazardous materials. The student will demonstrate this knowledge by completing the assignment sheets and written test with a maximum score of 100 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with general safety practices to their correct definitions.
2. State reasons why safety practices and procedures are needed.
3. State general job safety rules.
4. Distinguish between colors of the safety color code and their correct applications.
5. Name the components of the fire triangle.
6. Match classes of fires to their correct descriptions.
7. Match types of fire extinguishers to the class of fire for which each is used.
8. Arrange in order procedures used to lift heavy objects correctly.
9. List items to consider when planning emergency evacuation procedures.

10. Describe the role of government agencies in providing for a safe workplace.

11. Describe minimum requirements for training that employees who work with hazardous materials should receive.

12. Discuss routes of entry of hazardous materials and precautions which may be taken.

13. Analyze situations to determine correct safety practices. (Assignment Sheet 1)

14. Determine colors used in safety color code from given situations. (Assignment Sheet 2)

15. Determine correct fire extinguisher to use for various classes of fires. (Assignment Sheet 3)

PREPARATION

- Order materials to supplement unit.

  NOTE: See suggested resources.

- Order transparencies and competency profiles.

  NOTE: Transparencies and competency profiles for this book are available from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.

- Make arrangements for guest speakers. Supply speakers with specific objectives and other appropriate sections of unit.

- Prepare classroom.

  1. Put up posters, charts, etc. dealing with general safety practices.
  2. Have articles, brochures, and other literature dealing with accidents and injuries and the importance of general safety practices.

     NOTE: Obtain booklets, pamphlets, posters, etc. from local agencies such as Department of Public Safety and local law enforcement agencies.

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.

- Decide how to administer pretest. (See Evaluation Section on pretest).

- Introduce unit. Following are suggestions:

  1. Survey the class to find out their knowledge of general safety practices and their perceptions regarding need for both personal and business safety practices. Find out if students have ever been in an accident or worked in a store in which an accident occurred. If so, ask students what practices were used and how the situation could have been prevented.

2. Provide students with latest injury and death statistics for job-related accidents. If possible, emphasize statistics in areas in which students expect to be employed.

3. Show students a performance test evaluation form and point out how safety is figured into the overall score.

DELIVERY

- Discuss unit and specific objectives. Emphasize how the specific objectives will lead to meeting the unit objective, and how reaching the unit objective is vital to mastering general safety practices. Relate the objectives to your introduction and to previous class material.

Objective 1

- Discuss terms and definitions. If possible, use examples to illustrate the terms.

Objective 2

- Discuss the importance of safety practices with students. Point out that accidents or injuries can affect not only the business and the employees involved, but also their families and others.

- Xerox articles from newspapers or magazines of actual accidents. Write out questions over the articles for students to answer. Discuss with students (how an accident could have been prevented, consequences to victim and victim's family, etc.). Emphasize that accidents are something everyone thinks happen to someone else, but they can happen to anyone.

Objective 3

- Invite safety experts to discuss job safety rules. Use Transparency Masters 1 and 2 to discuss ladder safety. Provide students with Handout 1.

- Discuss OSHA and other regulatory acts and agencies.

- Show films. (See suggested resources.)

- If possible, demonstrate safe use of equipment students may encounter on the job. Discuss emergency procedures such as fire evacuation, adverse weather procedures, etc.

  NOTE: Refer to community or employer guidelines for procedures for disasters such as tornadoes, earthquakes, or hurricanes which may occur in your area.

- Describe safe dress for shop areas, and demonstrate the dangers of improper dress. For instance, show how dangling jewelry could contact machinery, how long hair can snag in machinery or parts, low loose clothes can get caught in machinery or fans, etc.

- Discuss the dangers of practical jokes and horseplay.

- Demonstrate a few specialty tools and compare their efficiency with other tools not designed for the job.

- Discuss storage locations and the importance of an organized work area.

- Discuss aisles, exits, and traffic areas. Emphasize the need for keeping them clear at all times.

- Demonstrate or have the local fire department demonstrate the flammability of gasoline and how dangerous it can be if used carelessly. One method is to pour gasoline (not an excessive amount) on a pair of coveralls, hang them in an open area, and toss a match on them.

- Allow students practice in handling and storing flammable and toxic substances. Include transferring between containers, disposing of oily rags and waste materials, etc.

Objective 4

- Discuss the use of the safety color code and how it is used in shops in your training facility. Discuss labeling of defective equipment.

- Find out if any students are color blind, and offer them special assistance in identifying color code applications.

- Take students on a field trip to the shop area at a local business to observe how equipment and locations are marked according to the safety color code.

- Have students do Assignment Sheet 2.

Objective 5

- Invite representative from local fire department to discuss how the components of the fire triangle interact to create a fire.

Objective 6

- Have representative from local fire department discuss class of fires and examples of each.
- Display posters dealing with classes of fires or obtain brochures.

Objective 7

- Use Transparency Masters 3 and 4 to discuss fire extinguisher labeling and classes of fire for which each is used. Provide students with Handout 2.
- Show film, *Stop a Fire Before It Starts*.
- Invite a firefighter to discuss fires and to demonstrate the use of fire extinguishers. Emphasize that the wrong fire extinguisher or the right one used improperly can actually make a fire worse. Have speaker discuss fire alarm, notification, and evacuation procedures.
- Have students do Assignment Sheet 3.

Objective 8

- Show films on correct lifting techniques. (See suggested resources).
- Demonstrate procedure to students or videotape your own demonstration of procedures.
- Have a doctor or nurse discuss the possible consequences of incorrect lifting.

Objective 9

- Devise an evacuation plan for your classroom in the event of an emergency. Have students practice plan. Discuss the importance of having more than one "getaway path" in case one is blocked. Emphasize the importance of remaining calm.
- Obtain evacuation procedures from your school or community for adverse weather conditions which may occur in your area such as tornadoes, earthquakes, or hurricanes. Review safety guidelines with students for types of disasters which may occur in your area.
- Provide students with Handout 3.

Objective 10

- Discuss the Occupational Safety and Health Act with students. Obtain current OSHA forms and requirements from your Department of Labor area office and provide students with xerox copies.
- Stress that the government provides for minimum requirements only, and that supervisors are responsible for seeing that their employees have a safe and healthful environment and wear personal protective devices when necessary. (For example, if a supervisor does not enforce the wearing of ear protectors in a situation where there is no engineering way to reduce noise, the supervisor can be cited and the company penalized by the Department of Labor.)

Objective 11

- Contact the Department of Labor in your state for state regulations regarding hazardous materials. Provide copies to students or have copies available for reference.
- Invite a representative from a local shop or business to discuss with students their rights concerning working with hazardous materials. Have speaker provide students with examples of Material Safety Data Sheets and explain how they are used.
- Have students take a tour of a business or facility which deals with hazardous materials and observe safety practices.
- Provide students with Handout 4.

Objective 12

- Invite an expert in hazardous materials management to speak to class about how they may come into contact with such materials and ways to prevent it.

APPLICATION

Objectives 13 through 15

- Use Assignment Sheet 1 to give students practice in analyzing safety in business situations. Select a few of the better papers and discuss answers with entire class.
- Have students do Assignment Sheets 2 and 3. Review information with students if needed.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test those actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheets activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profile.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Danger Zone: Your Back*. Color, 16 mm, 18 minutes, 1981, Visucom Productions. Available from Visucom Productions, P.O. Box 5472, Redwood City, California 94063. This safety film demonstrates good lifting, pulling, and pushing practices and is designed to motivate employees to participate in accident prevention.
- *How to Avoid 16 Leading Causes of OSHA Citations*. Color, 16mm, 20 minutes, Bureau of Business Practice, 1978. Available from Bureau of Business Practice, 24 Rope Ferry Road, Waterford, Connecticut 06386. This film shows the most common OSHA violations and tells how to avoid them.

- *Material Safety Data Sheet/Chemical Safety*. Color, 1/2-inch VHS, 25 minutes, 1986, TPC Training Systems, Tech. Publ. A puppet explains MSDS sheets by discussing definitions, hazards, and how to read MSDS sheets. A question and answer session completes the video.

- *Safety on the Job: Fire Extinguishers*. Color, 23 minutes, 1/2-inch VHS, 1988, Aims Instructional Media. Viewers learn about the four types of fires, fire extinguishers, and the five main types of extinguishing agents. They also learn what to do in a fire emergency before using a fire extinguisher.

NOTE: The above films are available to Oklahoma teachers on a free-loan basis from the Media Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074. Out-of-state teachers must order from the addresses listed with each film.

- *Housekeeping Means Safekeeping*. Color, 10 minutes, Journal Films, Inc., 1975. Available from Journal films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202. This film takes the audience to a typical plant where they are presented with a variety of housekeeping violations. The dangers of these violations are then dramatized in a slow-motion recreation of a painful and realistic accident.
- *Stop a Fire Before It Starts*. Color, 10 minutes, Journal Films, Inc., 1975. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202. This film shows how everyday materials become explosive in the presence of sparks, cigarettes, etc. From the laboratory, the film moves to typical on-the-job locations where hazardous fire situations are encountered. Viewers learn how the fires could have been prevented.
- *The Industrial Weightlifter II*. Color, 11 minutes, Ruddel Films for Industrial Accident Prevention Association, Ontario and Canada Packers, Ltd., 1981. Available from International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, Illinois 60604. This film illustrates correct techniques for lifting heavy objects to prevent injury.

Literature

- *Accident Prevention Manual for Industrial Operations--Administration and Programs*. 8th ed. Chicago, Illinois: National Safety Council, 1983.
- *Hazard Communications Training for Employers*. Developed by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education. Stillwater, Oklahoma: 1987.

UNIT REFERENCES

- *Bricklaying Curriculum: Basic Core*. Developed by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education and the Associated General Contractors of America. Stillwater, Oklahoma: 1983.
- Huston, Jane. *Personnel Security*. Developed by The Mid-America Vocational Curriculum Consortium, Inc. Stillwater, Oklahoma: 1987.
- *Introduction to Automotive Service*. Developed by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education. Stillwater, Oklahoma: 1989.

- *Safety On The Job: Some Guidelines for Working Safely.* Developed by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education. Stillwater, Oklahoma: 1988.
- *Supervisor's Safety Manual*, 4th ed. National Safety Council. Chicago, Illinois: 1976.

PRETEST ANSWERS

LEARN AND USE GENERAL SAFETY PRACTICES

II

OBJECTIVE 1

1. h
2. a
3. i
4. c
5. d
6. f
7. j

OBJECTIVE 2

Answer should include any five of the following

- To prevent physical harm to yourself and others
- To avoid loss of work
- To avoid possible loss of pay
- To lower cost to employer
- To prevent loss of or damage to equipment and/or materials
- To lower insurance rates
- To prevent hardship on family
- To provide regular job schedules
- To prevent possible loss of job

OBJECTIVE 3

Answer should include

General (any four of the following)

- Know correct emergency telephone numbers in your area; be sure they are posted near the telephone
- Be alert and conduct yourself in a safe manner
- Be aware of where others are in the shop or store and of what they are doing

- Be familiar with the location of fire-fighting and first-aid equipment
- Report all accidents to your instructor, no matter how minor they may seem

Dress (any three of the following)

- Wear close-fitting clothing appropriate for the work being done
- Wear safety goggles when needed
- Confine long hair before using power equipment or working around moving parts
- Wear special safety equipment when required
- Remove rings and other jewelry before going into shop area
- Do not carry tools or sharp objects in your pockets

Equipment and tools (any five of the following)

- Obey all safety rules and operating instructions provided by the equipment manufacturer; plus any additional ones used for shop area
- Keep tools clean and in good working order
- Properly store tools and equipment when not in use
- Keep guards and safety devices in place on all equipment
- Tag and report to the supervisor any defective tools, machines, or equipment
- Turn off power equipment when not in use
- Operate equipment only after receiving training on how to use it properly and safely
- Disconnect power equipment from power source before changing accessories or performing maintenance on it
- Use the correct tool for the job to be done
- Never use compressed air to clean yourself or your clothing; do not direct compressed air toward your body or another person

Work area (any five of the following)

- Arrange equipment and vehicles to allow safe working practices and ease of cleaning
- Store materials and supplies safely in their proper places
- Store tools and accessories safely in suitable storage containers or areas
- Keep work area organized and clear of debris and other hazards
- Clear floors of obstacles and slippery substances; clean up spills immediately
- Keep aisles, exits, and traffic areas free of materials and debris

Dispose of combustible materials properly

- Keep enough brooms, brushes, waste containers, and housekeeping supplies on hand to keep the work area clean

Flammable materials and toxic substances (any four of the following)

- Carefully read and follow label directions for flammable liquids and toxic substances, use only in well-ventilated areas
- Avoid breathing fumes from flammable liquids and toxic substances
- Be sure that flammable liquids and toxic substances are properly marked and stored
- Have at work area only the amount of flammable liquid or toxic substance needed for the job being done
- Immediately change clothing on which flammable or toxic materials have been spilled
- Use flammable liquids and toxic substances only for their intended purposes
- If your hair or clothing catches fire, do not run; stop, drop, and roll to smother the fire, using a blanket or other available material
- Do not use flammable materials near a fire or flame

OBJECTIVE 4

1. FSR
2. FSR
3. FSO
4. FSY
5. FSP
6. FSBW
7. FSY
8. FSG
9. FSBW
10. FSB
11. FSBW
12. FSY
13. FSR
14. FSG
15. FSY
16. FSR
17. FSO
18. FSBW
19. FSB
20. FSO

OBJECTIVE 5

- Fuel
- Heat
- Oxygen

OBJECTIVE 6

1. b
2. f
3. a
4. e

OBJECTIVE 7

1. a
2. f or c
3. c or f
4. d

OBJECTIVE 8

8, 5, 2, 6, 4, 7, 3, 1

OBJECTIVE 9

- Have a predetermined plan for evacuation
- Practice plan periodically and modify as necessary
- Designate an area away from facility for employees to meet
- Assign team leaders to direct evacuation and to account for all employees and customers
- Make sure all exits are clearly marked and free of clutter which could hamper the evacuation process
- Stress the importance of remaining calm

OBJECTIVE 10

Description should include the following

- Congress passed the Williams-Steiger Occupational Safety and Health Act (known as OSHA) in 1970. The Act requires every employer to provide a safe and healthful workplace for employees. Inspections of facilities are made by federal compliance officers to see that provisions of the Act are complied with. Penalties are provided for noncompliance.
- OSHA health and safety requirements usually deal with dangerous equipment and processes, but are often only minimum requirements
- The Act requires most employers to keep records of occupational injuries and illnesses of their employees. Cases that must be recorded are fatalities, lost workday cases, and nonfatal cases without lost workdays but which require medical treatment

OBJECTIVE 11

Description should include the following

- Methods and observations for detecting the presence or release of a hazardous chemical in the work area
- Physical and Health hazards of the chemicals in the work area
- Protective measures for employees to protect themselves from the physical and health hazards of the chemicals in the work area; including the specific procedures that the employer has used to protect employees from exposure to hazardous chemicals

- Details of the employer's hazard communication program, including explanations of the labeling systems, the Material Safety Data Sheet, and ways for employees to obtain and use the appropriate hazard information

OBJECTIVE 12

Discussion should include the following

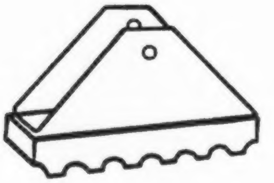
- Inhalation—Breathing hazardous materials
- Precautions against inhalation of hazardous materials—Use adequate and proper ventilation
- Wear personal protective equipment, such as respirators, gloves
- Absorption—Being exposed to a hazardous material through the skin
- Precautions against absorption of hazardous material—Wear personal protective equipment such as gloves
- Keep hazardous substances in designated areas only
- Clean up spills and leaks immediately
- Avoid direct contact with a hazardous material—wash thoroughly after contact
- Ingestion—Swallowing something that has become contaminated; touching the mouth with a hand after contact with a hazardous substance
- Precautions against ingestion of hazardous materials—Keep hazardous substances in designated areas only
- Wear personal protective equipment such as gloves
- Wash thoroughly after contact and before touching anything
- Allow no food items in work areas with hazardous substances

OBJECTIVES 13-15

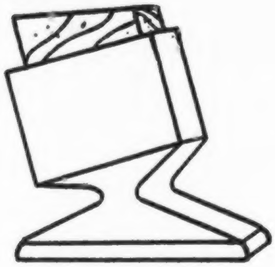
Refer to answers to Assignment Sheets 1 through 3.

LADDERS

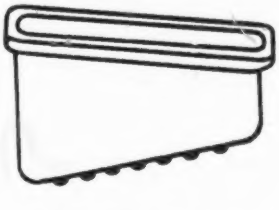
1. INSPECT all ladders before use for worn safety shoes, broken or loose rungs, and other defects



For Metal Stepladder



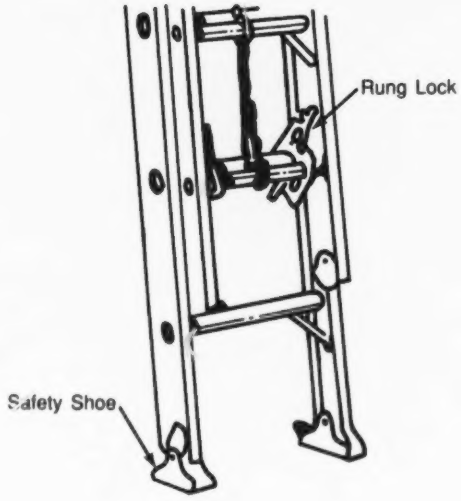
Rubber Shoe for Wood Extension Ladder



Rubber Shoe for Either Wood or Metal Stepladder

2. BE SURE metal ladders are clear of electrical hazards
3. CHECK ladder steps and hand rails for oil or other slippery materials **before you climb**
4. DO NOT USE ladders on uneven surfaces
5. SECURE the base of a ladder by extending the base from the building or other support **at least one foot** for every **four feet** of height
6. TIE-OFF the **top** and the **base** of the ladder with rope, wire, cement blocks, or sand bags
7. PLACE the ladder **away** from doors or other openings that are not blocked or guarded

8. SECURE the sections of two-section ladders with a rung lock



9. DO NOT OVER-EXTEND your reach while on a ladder—move the ladder instead (but not while your are on it)

10. FACE the ladder when climbing up and down

11. ALLOW only **one person** on the ladder at a time

12. USE ladders only for their intended purpose and STORE ladders securely when not in use

    NOTE: Do not use ladder as a makeshift scaffold!

Rule 5: Extend the base one foot for every four feet of height.

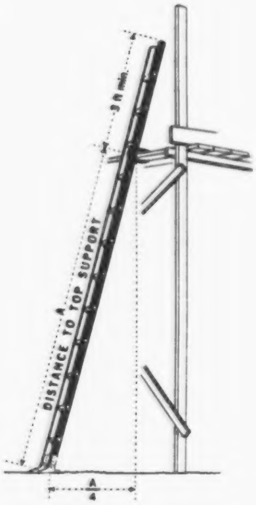

3 ft min.
A
DISTANCE TO TOP SUPPORT
A/4

Figure used with permission from *Accident Prevention Manual for Industrial Operations--Engineering and Technology* (9th Edition), National Safety Council, 444 North Michigan Avenue, Chicago, Illinois 60611. Copyright 1988.

Types of Fire Extinguishers

KIND OF FIRE	APPROVED TYPE OF EXTINGUISHER					
DECIDE THE CLASS OF FIRE YOU ARE FIGHTING . . . THEN CHECK THE COLUMNS TO THE RIGHT OF THAT CLASS	MATCH UP PROPER EXTINGUISHER WITH CLASS OF FIRE SHOWN AT LEFT Important: Using the wrong type extinguisher for the fire may be dangerous					
	CARBON DIOXIDE Carbon Dioxide Gas Under Pressure	PUMP TANK Plain Water	MULTI-PURPOSE DRY CHEMICAL	ORDINARY DRY CHEMICAL	HALON	DRY POWDER
CLASS A FIRES A Use These Extinguishers ORDINARY COMBUSTIBLES •Wood •Paper •Cloth, etc.						
CLASS B FIRES B Use These Extinguishers FLAMMABLE LIQUIDS, GREASE •Gasoline •Paints •Oils, etc.						
CLASS C FIRES C Use These Extinguishers ELECTRICAL EQUIPMENT •Motors •Switches, etc.						
CLASS D FIRES D Use This Extinguisher COMBUSTIBLE METALS •Iron •Magnesium						

Adapted with permission of American Association for Vocational Instructional Materials, Athens, Georgia, from *Developing Shop Safety Skills* by Clinton O. Jacobs and J. Howard Turner, 1981.

Tornado Tips

Tornado—Violent rotating column of air in contact with the ground. It has many faces: cone shaped, rotating mass of debris at the surface with no visible connection to the cloud; dark seething cloud on the ground.

Look and **listen** for

- Series of pouches projecting downward from the storm's base
- Large hail, heavy rain, strong winds
- Intense, frequent lightning
- Loud roar like the sound of a jet or train
- Rotating cloud of debris or dust near the ground
- Bulge or pendent with organized rotary motion at the base of a thunderstorm

"Typical" Tornado

Time:	7:39 p.m. DST
Path:	5 1/2 miles
Width:	500 feet
Area:	1 square mile

Safety Tips

- Seek inside shelter—leave vehicles
- Avoid windows, doors and outside walls
- Protect head and chest . . . crouch, face to floor, hands clasped behind head
- Home—go to shelter or basement . . . first floor, interior small room, bathroom, closet or hall . . . under sturdy furniture, mattress or in a tub
- Schools, Offices—go to designated shelter . . . interior rooms or hallways on lowest floor; avoid auditoriums and gymnasiums

- Mobile Homes or Vehicles—evacuate to substantial structure, ditch, culvert or ravine
- Be sure everyone is familiar with your safety plan; have a portable TV/radio and flashlight in your shelter area

Tornado warning

- Tornado has been reported!
- Take cover immediately if in or near the warning area

Tornado watch

- Conditions favor tornado development
- Make preliminary plans
- Watch for threatening conditions

Adapted with permission of KOTV Channel 6, Tulsa, Oklahoma, *Tornado Tips* pamphlet, 1988.

MATERIAL SAFETY DATA SHEET

SECTION I

MANUFACTURERS NAME	EMERGENCY TELEPHONE NO
ADDRESS (Number Street City State and ZIP Code)	
CHEMICAL NAME AND SYNONYMS	TRADE NAME AND SYNONYMS
CHEMICAL FAMILY	FORMULA

SECTION II — HAZARDOUS INGREDIENTS

	CAS #	%	TLV (Units)

SECTION III — PHYSICAL/CHEMICAL DATA

BOILING POINT (°)		SPECIFIC GRAVITY (H_2O=1)	
VAPOR PRESSURE (MM HG.)		PERCENT VOLATILE BY VOLUME (%)	
VAPOR DENSITY (AIR=1)		EVAPORATION RATE (_______ = 1)	
SOLUBILITY IN WATER		pH	
APPEARANCE AND ODOR			

SECTION IV — FIRE AND EXPLOSION HAZARD DATA

FLASH POINT (Method used)	FLAMMABLE LIMITS	LEL	UEL
EXTINGUISHING MEDIA			
SPECIAL FIRE FIGHTING PROCEDURES			
UNUSUAL FIRE AND EXPLOSION HAZARDS			

SECTION V — HEALTH HAZARD DATA

THRESHOLD LIMIT VALUE
EFFECTS OF OVEREXPOSURE
EMERGENCY AND FIRST AID PROCEDURES

SECTION VI — REACTIVITY DATA

STABILITY	UNSTABLE		CONDITIONS TO AVOID
	STABLE		
INCOMPATABILITY (Materials to avoid)			
HAZARDOUS DECOMPOSITION PRODUCTS			
HAZARDOUS POLYMERIZATION	MAY OCCUR		CONDITIONS TO AVOID
	WILL NOT OCCUR		

SECTION VII — CONTROL MEASURES

RESPIRATORY PROTECTION (Security type)		
VENTILATION	LOCAL EXHAUST	SPECIAL
	MECHANICAL (General)	OTHER
PROTECTIVE GLOVES		EYE PROTECTION
OTHER PROTECTIVE EQUIPMENT		

SECTION VIII — SPECIAL PRECAUTIONS

PRECAUTIONS TO BE TAKEN IN HANDLING AND STORING
STEPS TO BE TAKEN IN CASE MATERIAL IS RELEASED OR SPILLED
WASTE DISPOSAL METHOD
OTHER PRECAUTIONS

PRETEST

LEARN AND USE GENERAL SAFETY PRACTICES

II

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with general safety practices to their correct definitions. Write the correct letters in the blanks.

___ 1. Failure to think before one acts; failure to pay attention

___ 2. Capable of bursting into flames; these liquids reach their Flashpoint at temperatures of 100° F or higher

___ 3. Freedom from danger, risk, or injury

___ 4. To put out a fire; to cause to cease burning

___ 5. Any suddenly occurring, unintentional event that causes injury or property damage

___ 6. Capable of being easily ignited and burning quickly; these liquids reach their Flashpoint at temperatures below 100° F

___ 7. Temperature at which a flammable or combustible liquid generates enough gasses to form an ignitable mixture in air

a. Combustible
b. Recklessness
c. Extinguish
d. Accident
e. Soundness
f. Flammable
g. Repel
h. Carelessness
i. Safety
j. Flashpoint

OBJECTIVE 2

State reasons why safety practices and procedures are needed.

____

____

____

____

OBJECTIVE 3

State general job safety rules. State the number of rules listed for each category.

General (State four rules)

____

____

____

____

Dress (State three rules)

____

____

____

Equipment and tools (State five rules)

____

____

____

____

____

Work area (State five rules)

____

____

____

____

____

Flammable materials and toxic substances (State four rules)

____

____

____

OBJECTIVE 4

Distinguish between colors of the safety color code and their correct applications. Write "FSR" before applications for Federal Safety Red; "FSY" before applications for Federal Safety Yellow; "FSO" before applications for Federal Safety Orange; "FSB" before applications for Federal Safety Blue; "FSG" before applications for Federal Safety Green, and "FSBW" before applications for Federal Safety Black and White in the blanks.

____ 1. Indicates danger

____ 2. Identifies portable containers of flammable liquids

____ 3. Indicates safety starter buttons

____ 4. Indicates caution and marks physical hazards

____ 5. Indicates radiation hazards

____ 6. Indicate traffic flow paths

____ 7. Indicates waste containers for explosive or combustible materials

____ 8. Identifies first-aid equipment and its location

____ 9. Indicate storage areas

___ 10. Warning tags that indicate equipment that should not be moved while unloading

___ 11. Identifies housekeeping equipment and its location

___ 12. Indicates waste containers for explosive or combustible materials

___ 13. Identifies fire-protection equipment and its location

___ 14. Identifies safety equipment other than firefighting equipment and its location

___ 15. Identifies the starting point or power source for machinery

___ 16. Identifies emergency stop bars, stop buttons, and electrical stop switches on machinery

___ 17. Identifies dangerous parts of equipment that could cut, crush, shock, or otherwise injure

___ 18. Also used as contrasting sign

___ 19. May be used as a sign for promotional slogans or informational posters

___20. Indicates slow-moving vehicles (25 mph or slower)

OBJECTIVE 5

Name the components of the fire triangle

____

____

____

OBJECTIVE 6

Match classes of fires to their correct descriptions. Write the correct letters in the blanks.

___1. Fires that occur with flammable liquids such as gasoline, oil, grease, paint, and solvent	a. Class A
___2. Fires that occur with combustible metals such as iron and magnesium	b. Class B
___3. Fires that occur in ordinary combustible materials such as paper, wood, rags, rubber, and plastics	c. Class B and C
___4. Fires that occur in or near electrical equipment such as motors, switchboards, computers, and electrical wiring	d. Class A and C
	e. Class C
	f. Class D

OBJECTIVE 7

Match types of fire extinguishers to the class of fire for which each is used. Write the correct letters in the blanks.

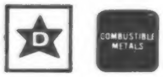
____ 1. Dry powder

____ 2. Carbon dioxide, multi-purpose dry chemical, ordinary dry chemical, halon

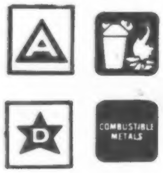
____ 3. Carbon dioxide, multi-purpose dry chemical, ordinary dry chemical, halon

____ 4. Pump tank, multipurpose dry chemical

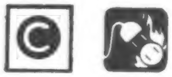
a. Class D


D
COMBUSTIBLE METALS

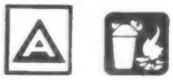
b. Class A and D


A
D
COMBUSTIBLE METALS

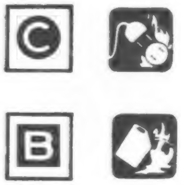
c. Class C



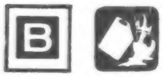
d. Class A



e. Class C and B



f. Class B



OBJECTIVE 8

Arrange in order procedures used to lift heavy objects correctly. Write a "1" before the first step, a "2" before the second step, and so on.

____When object is securely positioned, release your grip

____Center body weight directly over feet; start lifting with a thrust of the rear foot

____Grasp object, keeping arms and elbows tucked into side of body, hold object close to body

____Lift object into carrying position, making no turning or twisting movements until lift is completed

____Tuck chin in

____Using leg and back muscles, comfortably lower object by bending knees

____Use full palm of hand to grasp object; extend fingers and hand around object to be lifted

____Use "sit-down" position, keeping back straight

OBJECTIVE 9

List items to consider when planning emergency evacuation procedures.

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OBJECTIVE 10

Describe the role of government agencies in providing a safe workplace.

OBJECTIVE 11

Describe minimum requirements for training that employees who work with hazardous materials should receive.

OBJECTIVE 12

Discuss routes of entry of hazardous materials and precautions which may be taken.

Inhalation— ____________________

Absorption— ____________________

Ingestion— ____________________

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 13 **Analyze business situations and case studies to determine correct safety practices.** SCORE _______

OBJECTIVE 14 **Determine colors used in safety color code from given situations.** SCORE _______

OBJECTIVE 15 **Determine correct fire extinguisher to use for various classes of fires.** SCORE _______

INFORMATION SHEET	LEARN AND USE GENERAL SAFETY PRACTICES	II

OBJECTIVE 1

Match terms associated with general safety practices to their correct definitions.

- **Accident**—Any suddenly occurring, unintentional event that causes injury or property damage
- **Carelessness**—Failure to think before one acts; failure to pay attention
- **Combustible**—Capable of bursting into flames; these liquids reach their Flashpoint at temperatures of 100° F or higher
- **Extinguish**—To put out a fire; to cause to cease burning
- **Flammable**—Capable to being easily ignited and burning quickly; these liquids reach their Flashpoint at temperatures below 100° F
- **Flashpoint**—Temperature at which a flammable or combustible liquid generates enough gasses to form an ignitable mixture in air

  NOTE: *Inflammable* means "flammable."
- **Safety**—Freedom from danger, risk, or injury

OBJECTIVE 2

State reasons why safety practices and procedures are needed.

- To prevent physical harm to yourself and others
- To avoid loss of work
- To avoid possible loss of pay
- To lower cost to employer
- To prevent loss of or damage to equipment and/or materials
- To lower insurance rates
- To prevent hardship on family
- To provide regular job schedules
- To prevent possible loss of job

OBJECTIVE 3 **State general job safety rules.** (Transparencies 1 and 2)

General

- Know correct emergency telephone numbers in your area; be sure they are posted near the telephone

  EXAMPLES: Fire and police departments, ambulance service, poison control center, toxic chemical and oil spills

- Be alert and conduct yourself in a safe manner
- Be aware of where others are in the shop or store and of what they are doing
- Be familiar with the location of fire-fighting and first-aid equipment
- Report all accidents to your instructor, no matter how minor they may seem

Dress

- Wear close-fitting clothing appropriate for the work being done
- Wear safety goggles when needed
- Confine long hair before using power equipment or working around moving parts

  EXAMPLES: Running engines, moving belts, air wrenches, drive shafts

- Wear special safety equipment when required

  EXAMPLES: Appropriate goggles, apron, and gloves; ear protection; hard hat, steel-toed shoes

- Remove rings and other jewelry before going into shop
- Do **not** carry tools or sharp objects in your pockets

Equipment and tools

CAUTION: Avoid horseplay; especially with power equipment, it may cause serious injury

- Obey all safety rules and operating instructions provided by the equipment manufacturer, plus any additional ones used for shop
- Keep tools clean and in good working order
- Properly store tools and equipment when not in use
- Keep guards and safety devices in place on all equipment
- Tag and report to the supervisor any defective tools, machines, or equipment
- Turn off power equipment when not in use
- Operate equipment only after receiving training on how to use it properly and safely
- Disconnect power equipment from power source before changing accessories or performing maintenance on it
- Use the correct tool for the job to be done
- **Never** use compressed air to clean yourself or your clothing; do **not** direct compressed air toward your body or another person

  CAUTION: Chips and debris may blow into eyes, compressed air can get into the blood system. This can result in death.

Work area

- Arrange equipment and vehicles to allow safe working practices and ease of cleaning
- Store materials and supplies safely in their proper places
- Store tools and accessories safely in suitable storage containers or areas
- Keep work area organized and clear of debris and other hazards
- Clear floors of obstacles and slippery substances; clean up spills immediately
- Keep aisles, exits, and traffic areas free of materials and debris
- Dispose of combustible materials properly

EXAMPLES: Gasoline and solvents

- Keep enough brooms, brushes, waste containers, and housekeeping supplies on hand to keep the work area clean

Flammable materials and toxic substances

- Carefully read and follow label directions for flammable liquids and toxic substances; use only in well-ventilated areas
- Avoid breathing fumes from flammable liquids and toxic substances
- Be sure that flammable liquids and toxic substances are properly marked and stored

  NOTE: Keep flammable liquids and toxic substances in their original containers or in properly marked, approved containers.

- Have at work area only the amount of flammable liquid or toxic substance needed for the job being done
- Immediately change clothing on which flammable or toxic materials have been spilled
- Use flammable liquids and toxic substances only for their intended purposes

  EXAMPLE: Never use gasoline as a cleaner or solvent.

- If your hair or clothing catches fire, do **not** run; stop, drop, and roll to smother the fire, using a blanket or fender cover if available
- Do **not** use flammable materials near a fire or flame

OBJECTIVE 4

Distinguish between colors of the safety color code and their correct applications.

NOTE: The federal safety color code system was devised so that dangers and safety equipment could be easily identified by anyone familiar with the code even if they see the colors in a place where they have never been before.

Federal safety red

- Indicates danger
- Identifies fire-protection equipment and its location

- Identifies portable containers of flammable liquids
- Identifies emergency stop bars, stop buttons, and electrical stop switches on machinery

Federal safety yellow

- Indicates caution and marks physical hazards

  EXAMPLES: Low beams, steps, pits

- Indicates waste containers for explosive or combustible materials
- Indicates equipment that should **not** be started, used, or moved

  EXAMPLES: Defective equipment, equipment being serviced

- Identifies the starting point or power source for machinery

Federal safety orange

- Identifies dangerous parts or equipment that could cut, crush, shock, or otherwise injure
- Indicates safety starter buttons
- Indicates slow-moving vehicles (25 mph or slower)

  NOTE: This type is usually a triangle shape with red border. It is often used to warn of slow-moving vehicles such as farm tractors, mowers, graders, forklifts, road patrol, etc.

Federal safety purple (or magenta or black on safety yellow)

- Indicates radiation hazards

Federal safety blue

- Warning tags that indicate equipment that should **not** be moved while unloading

  EXAMPLES: Boxcars, freight cars, other railroad equipment, etc. May be used as a sign for promotional slogans or informational posters.

Federal safety green

- Identifies safety equipment other than fire-fighting equipment and its location

- Identifies first-aid equipment and its location

Federal safety black and white

- Indicate traffic flow paths
- Indicate storage areas
- Identify housekeeping equipment and its location
- Also used as contrasting sign

  NOTE: Some signs may be in black and white instead of other colors.

OBJECTIVE 5

Name the components of the fire triangle.

NOTE: To produce fire, the following three elements are necessary and must be present at the same time. If any one of the three is missing, a fire cannot be started. With the removal of any one of the three, the fire will be extinguished.

- Fuel

  NOTE: Fuel may be any flammable material. This includes gasses, liquids or solids.

  EXAMPLES: 1) Gasses: Natural gas, propane, butane, hydrogen, acetylene, carbon monoxide 2) Liquids: Gasoline, kerosene, turpentine, alcohol, cod liver oil, paint, varnish, lacquer, olive oil 3) Solids: Coal, wood, paper, cloth, wax, grease, leather, plastic, sugar, grain, hay, cork

- Heat

  NOTE: Enough heat must be present to raise the fuel to its ignition temperature.

  EXAMPLES: Sun, hot surfaces, sparks, friction, electrical energy, compression of gasses

- Oxygen

  NOTE: Oxygen is necessary to sustain combustion.

  Approximately 16% is required. Normal air contains 21%. Some fuel materials contain sufficient oxygen within their make-up to support burning.

OBJECTIVE 6

Match classes of fires to their correct descriptions.

- **Class A**—Fires that occur in ordinary combustible materials such as paper, wood, rags, rubber, and plastics
- **Class B**—Fires that occur with flammable liquids such as gasoline, oil, grease, paint, and solvent
- **Class C**—Fires that occur in or near electrical equipment such as motors, switchboards, computers, and electrical wiring

  CAUTION: Never use pressurized water on a Class C fire.

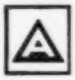
- **Class D**—Fires that occur with combustible metals such as iron and magnesium

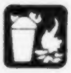
OBJECTIVE 7

Match types of fire extinguishers to the class of fire for which each is used. (Transparencies 3 and 4)

NOTE: Fire extinguishers contain different kinds of materials that may or may not be suitable for use in putting out a certain class of fire. Extinguishers, by law, must be clearly marked as to what kinds of fires they can be used on. Older labels have a letter indicating class of fire and newer labels with a pictorial representation of each class of fire (or at least A, B, and C with a band across the picture of fire classes for which the extinguisher is not suitable).

Class A labels

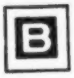


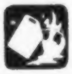


Types of extinguishers suitable for Class A fires

- Pump tank
- Multi-purpose dry chemical

Class B labels

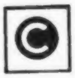


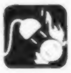


Types of extinguishers suitable for Class B fires

- Carbon dioxide
- Multi-purpose dry chemical
- Ordinary dry chemical, halon

Class C labels



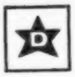


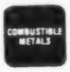
Types of extinguishers suitable for Class C fires

- Carbon dioxide
- Multi-purpose dry chemical
- Ordinary dry chemical
- Halon

CAUTION: Never use pressurized water on a Class C fire.

Class D labels





Type of fire extinguisher suitable for Class D fire

- Dry powder

OBJECTIVE 8

Arrange in order procedures used to lift heavy objects correctly.

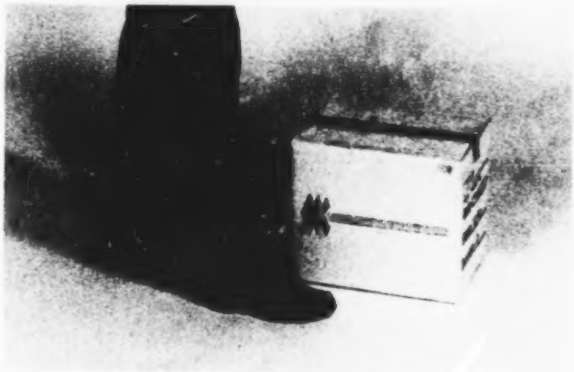
NOTE: Lifting is something we usually don't give much thought. But if done incorrectly, it can cause pulled muscles, back problems, or a hernia.

CAUTION: Always consider the size, weight, and shape of the object to be carried. Do not lift more than can be carried comfortably. Be sure your path is clear. Never carry a load that you cannot see over or around. If needed, get assistance.

1. Keep feet parted; one alongside, one behind the object. (See Figure 1)

   NOTE: This provides better stability for the upward lift.

   FIGURE 1



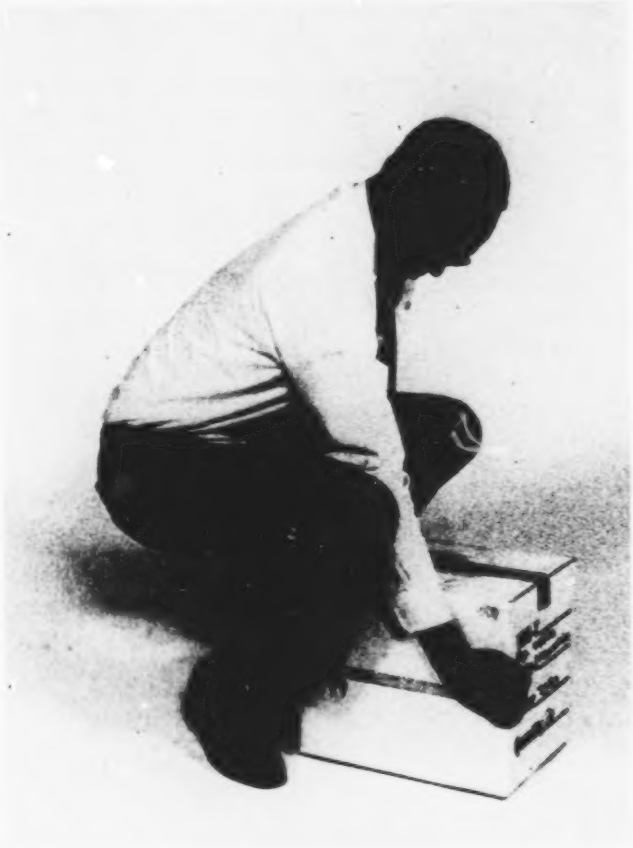
2. Use "sit-down" position, keeping back straight.

   NOTE: "Straight" does not mean "vertical." Keep spine, back muscles, and body organs in alignment. This minimizes risk of a hernia.

3. Grasp object, keeping arms and elbows tucked into side of body. Hold object close to body.

4. Use full palm of hand to grasp object; extend fingers and hand around object to be lifted. (See Figure 2)

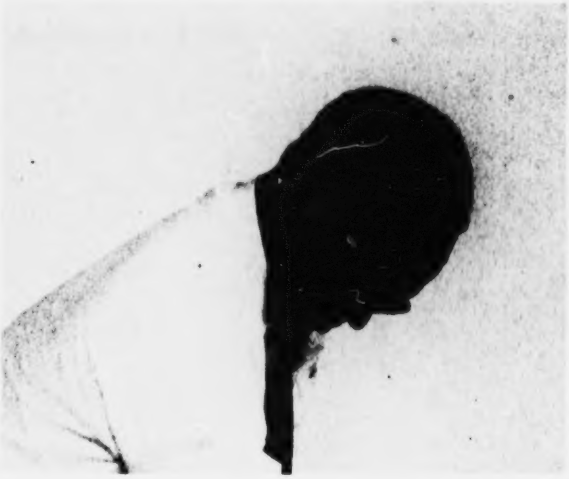
FIGURE 2



5. Tuck chin in. (See Figure 3)

   NOTE: This will keep head and neck in "the straight line" and will keep spine straight and firm.

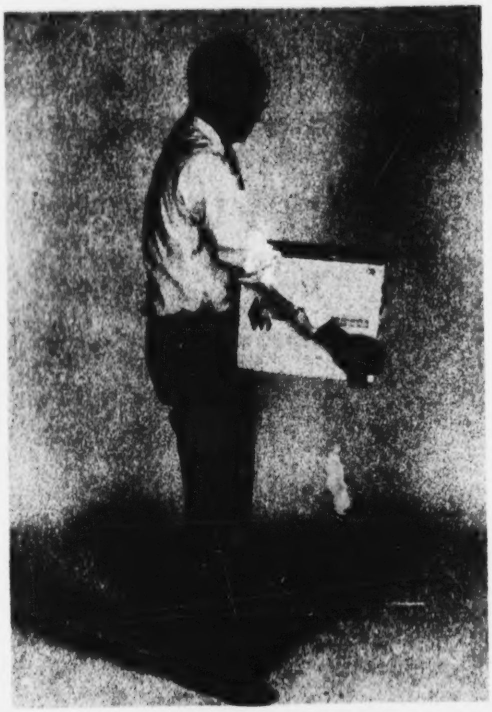
   FIGURE 3



6. Center body weight directly over feet; start lifting with a thrust of the rear foot.

7. Lift object into carrying position, making no turning or twisting movements until lift is completed. (See Figure 4)

FIGURE 4



8. Using leg and back muscles, comfortably lower object by bending knees.

9. When object is securely positioned, release your grip.

OBJECTIVE 9

List items to consider when planning emergency evacuation procedures.

NOTE: Each business needs an emergency evacuation plan for situations such as earthquakes, tornadoes, bomb threats, acts of terror, and riots. Lack of planning could result in unnecessary deaths.

- Have a predetermined plan for evacuation.

  NOTE: It is wise to have more than one path in the event one direction is blocked.

- Practice plan periodically and modify as necessary.
- Designate an area away from facility for employees to meet.
- Assign team leaders to direct evacuation and to account for all employees and customers.
- Make sure all exits are clearly marked and free of clutter which could hamper the evacuation process.
- Stress the importance of remaining calm.

OBJECTIVE 10

Describe the role of government agencies in providing for a safe workplace.

Congress passed the Williams-Steiger Occupational Safety and Health Act (known as OSHA) in 1970. The Act requires every employer to provide a safe and healthful workplace for employees. Inspections of facilities are made by federal compliance officers to see that provisions of the Act are complied with. Penalties are provided for noncompliance.

OSHA health and safety requirements usually deal with dangerous equipment and processes, but are often only minimum requirements.

The ACT requires most employers to keep records of occupational injuries and illnesses of their employees. Cases that must be recorded are fatalities, lost workday cases, and nonfatal cases without lost workdays but which require medical treatment.

NOTE: This does not include first-aid treatment.

OBJECTIVE 11

Describe minimum requirements for training that employees who work with hazardous materials should receive.

NOTE: The following information is from 29 CFR 1910.1200. CFR stands for *Code of Federal Regulations*.

- **Methods and observations**—for detecting the presence or release of a hazardous chemical in the work area

  EXAMPLES: Monitoring by the employer, continuous monitoring devices, visual appearance or odor of hazardous chemicals when being released, etc.

- **Physical and health hazards**—of the chemicals in the work area
- **Protective measures**—for employees to protect themselves from the physical and health hazards of the chemicals in the work area, including the specific procedures that the employer has used to protect employees from exposure to hazardous chemicals

  EXAMPLES: Appropriate work practices, emergency procedures, personal protective equipment.

- **Details**—of the employer's hazard communication program, including explanations of the labeling system, the Material Safety Data Sheet, and ways for employees to obtain and use the appropriate hazard information

OBJECTIVE 12

Discuss routes of entry of hazardous materials and precautions which may be taken.

CAUTION: **There are both immediate and accumulative effects of inhaling, absorbing, or ingesting hazardous materials.**

- **Inhalation**—Breathing hazardous materials

  EXAMPLES: Mists, dust, vapors, particles, gases, exhaust fumes; these may be from bug sprays, concrete dust, paint, gasoline, pesticides, yard sprays, herbicides, cleaning fluids, paint thinner, and formaldehyde

Precautions against inhalation of hazardous materials.

- Use adequate and proper ventilation

- Wear personal protective equipment such as respirators, gloves

- **Absorption**—Being exposed to a hazardous material through the skin

  EXAMPLES: Solvents; cleaning fluids and sealants; grease, oil, and other lubricants, glues; acids, toxic agents such as pencils; carcinogens; pesticides, herbicides, and weed and bug killer

Precautions against absorption of hazardous materials

- Wear personal protective equipment such as gloves
- Keep hazardous substances in designated areas only
- Clean up spills and leaks immediately
- Avoid direct contact with a hazardous material—wash thoroughly after contact

- **Ingestion**—Swallowing something that has become contaminated; touching the mouth with a hand after contact with a hazardous substance

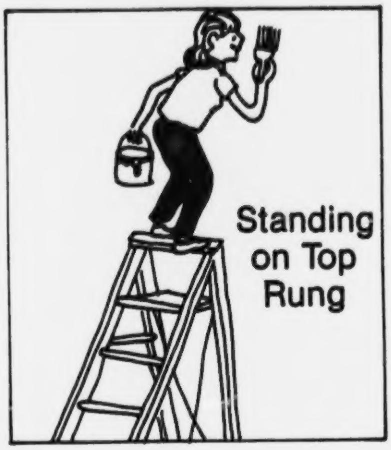
  EXAMPLES: Mouth contact with food and drink, envelopes, cups and glasses, cigarettes, hands and fingers, eating utensils

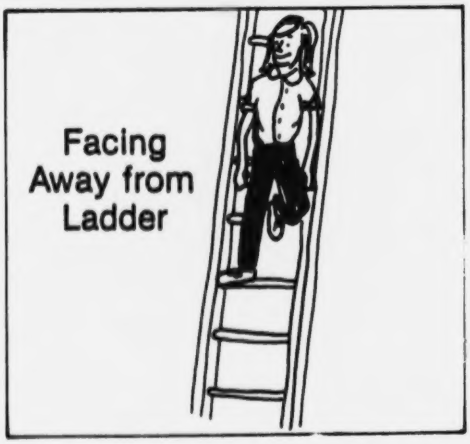
Precautions against ingestion of hazardous materials

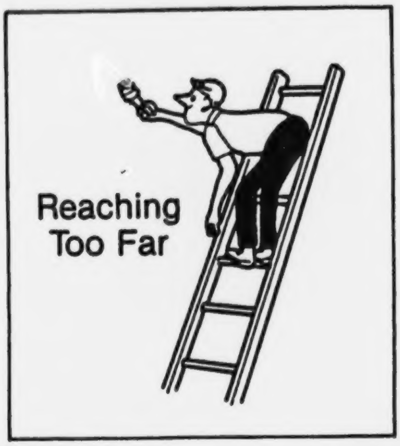
- Keep hazardous substances in designated areas only
- Wear personal protective equipment such as gloves
- Wash thoroughly after contact and before touching **anything**
- Allow no food items in work areas with hazardous substances

LADDERS

Some Causes of Accidents

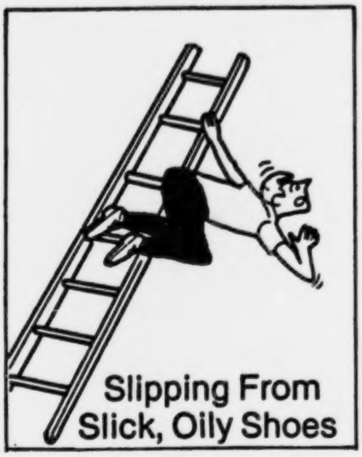

Standing
on Top
Rung


Facing
Away from
Ladder

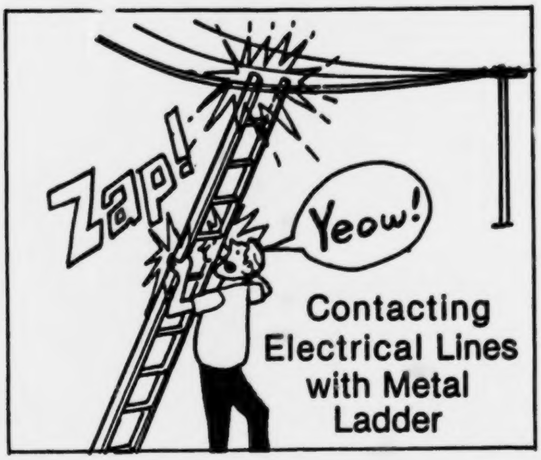

Reaching
Too Far

LADDERS

Some Causes of Accidents



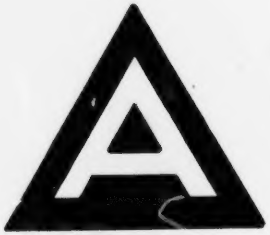
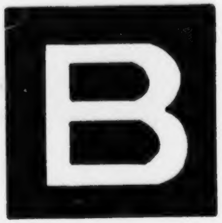
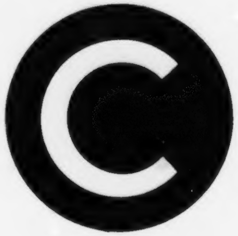
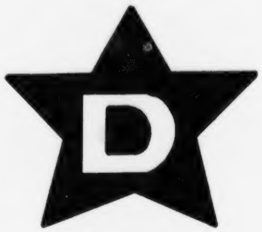
Slipping From Slick, Oily Shoes



Contacting Electrical Lines with Metal Ladder

TRANSPARENCY MASTER - ICE
II - 59

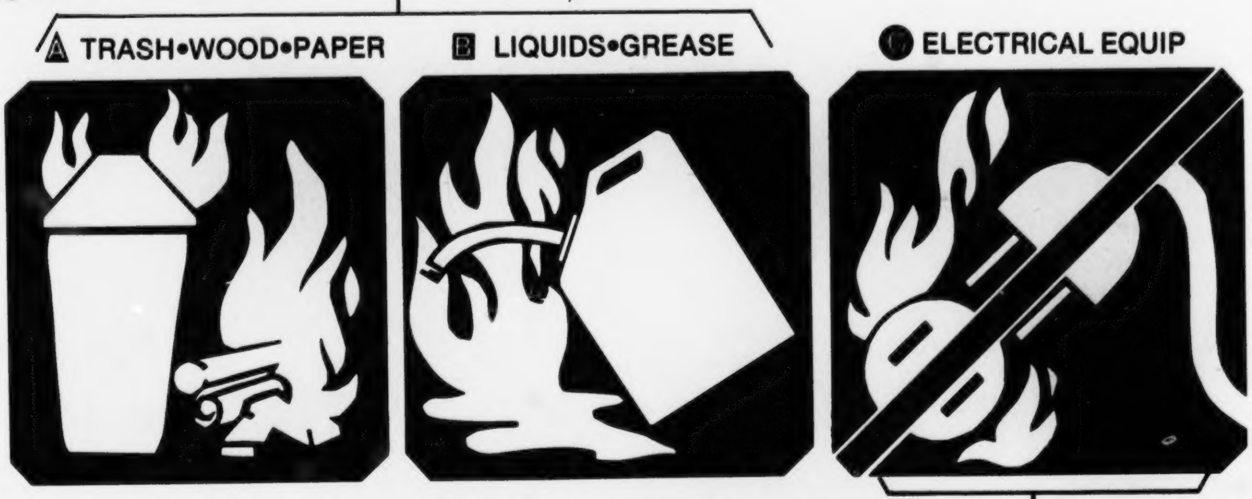
Standard Letter Symbols for Fire Extinguishers

GREEN	RED	BLUE	YELLOW
			
ORDINARY COMBUSTIBLES	FLAMMABLE LIQUIDS	ELECTRICAL EQUIPMENT	COMBUSTIBLE METALS

Distinctive letters, shapes, and colors mark extinguishers according to the classes of fires on which they should be used.

New Pictorial Symbols Used to Label Fire Extinguishers

Symbols with blue backgrounds indicate fire extinguisher can be used for class of fire portrayed.


A TRASH•WOOD•PAPER
B LIQUIDS•GREASE
C ELECTRICAL EQUIP

Symbols with red line across a black background indicate fire extinguisher *cannot* be used for class of fire portrayed.

ASSIGNMENT SHEET 1

LEARN AND USE GENERAL SAFETY PRACTICES

II

NAME ______________________ SCORE ________

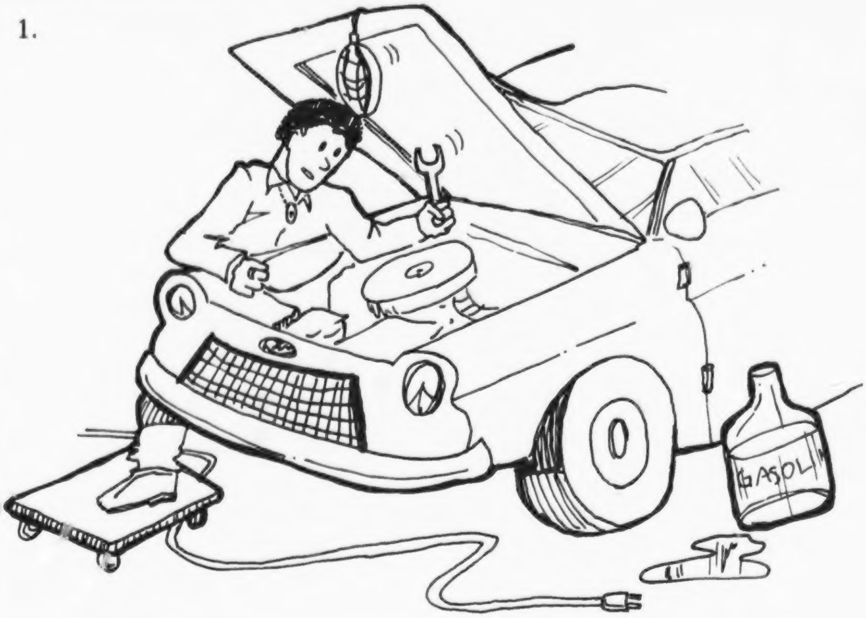
OBJECTIVE 13 **Analyze situations to determine correct safety practices.**

INTRODUCTION As an employee, you must constantly be aware of threats to your safety and to the safety of others. In many jobs, potentially dangerous tools and equipment may be used. Accidents may happen in work areas even with momentary carelessness. This assignment sheet will give you practice in recognizing and dealing with such situations. Appropriate actions in such situations may save money and lives.

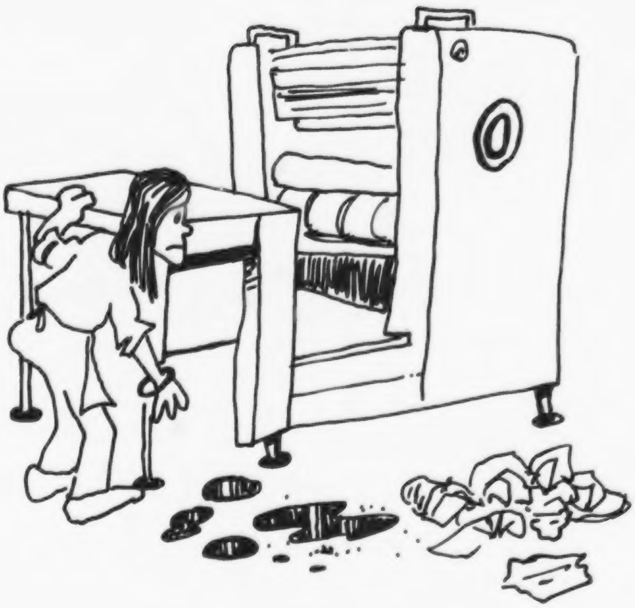
DIRECTIONS

Study the following drawings. List any dangerous situations or practices in the blanks below each drawing. Add any comments on how the situation might be improved.

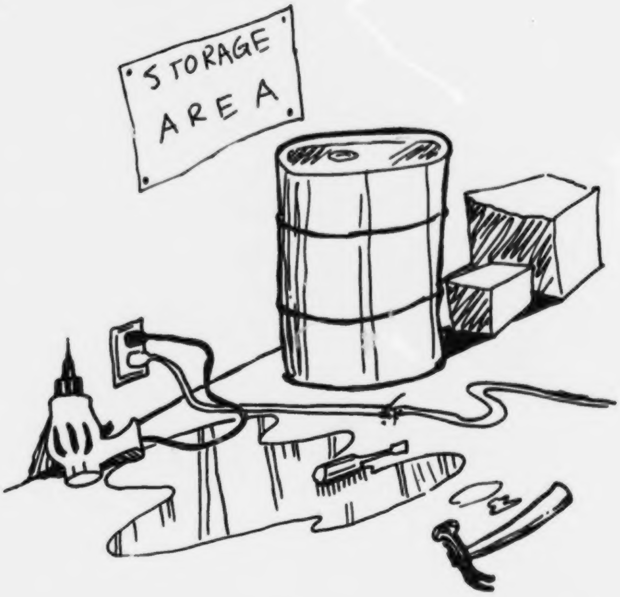
1.



2.



3.


STORAGE AREA

ASSIGNMENT SHEET 2

LEARN AND USE GENERAL SAFETY PRACTICES

II

NAME ______________________________ SCORE ______

OBJECTIVE 14

Determine colors used in safety color code from given situations.

INTRODUCTION

In order to observe safety procedures and avoid accidents, it is necessary to know the federal safety color code system. Often, this system could be your only warning against possible danger. This assignment sheet will help you become familiar with federal safety colors and their uses.

DIRECTIONS

Write the appropriate federal safety color(s) for each situation in the blanks.

If needed, refer to Information Sheet, Objective 4.

1. You are about to pull a car into the auto repair shop. What color of lines indicate the traffic-flow paths you should follow?

   ____

2. Your supervisor at the hospital asks you to replace the tag which someone removed from the X-ray machine. What color tag should you use?

   ____

3. You have mopped up a kerosene spill and want to properly dispose of the rags you used. What color of waste container should you look for?

   ____

4. Your supervisor in the warehouse asks you to get a forklift and finish loading some boxes. There are three of them, and one is defective. You are instructed to put a safety tag on the defective forklift before you begin operating another one. What color of tag should be put on the forklift?

   ____

5. A co-worker has splashed acid in her eyes. As you look for the eye-wash station, what color safety tag would mark it?

____

6. You are told to put a safety tag on a small paint container. What color tag would you put on the container?

____

ASSIGNMENT SHEET 3 — LEARN AND USE GENERAL SAFETY PRACTICES — II

NAME ______________________ SCORE ______

OBJECTIVE 15

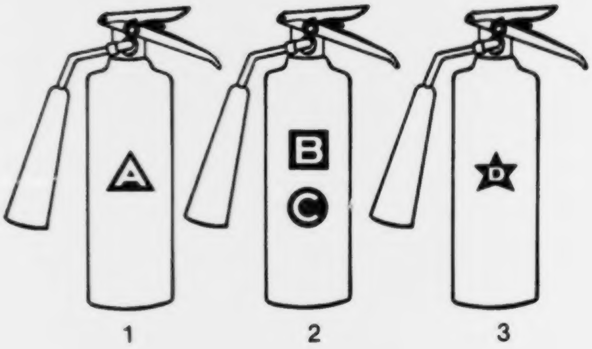
Determine correct fire extinguisher to use for various classes of fires.

INTRODUCTION

It is important to be familiar with types of fire extinguishers and what classes of fires they can be used on. Often, a quick response with the proper fire extinguisher may take care of the situation before it becomes a problem, or keep the fire under control until the fire department arrives.

DIRECTIONS

Read the following fire situations and write the number of the type of extinguisher to use for each in the blanks. Refer to the illustration below for extinguishers and classes of fires for which they are used.



____A wastebasket full of paper ignited by a cigarette

____Smoke from a stack of lumber

____A can of gasoline which has spilled and ignites from the flame of a propane space heater nearby

____A fire which started in the light fixture in the ceiling

____A fire involving combustible metals (iron and magnesium

____A fire which started from a short in the wiring in a computer

ASSIGNMENT ANSWERS — LEARN AND USE GENERAL SAFETY PRACTICES — II

ASSIGNMENT SHEET 1

Part I

1. The following are suggested criteria
    - Worker standing on creeper
    - Worker's tie hanging into engine compartment
    - Improperly stored gasoline
    - Worker wearing jewelry
    - Workers not wearing eye protection
    - Troublelight not secured
    - Electrical cord strung through work area
2. The following are suggested criteria
    - Rags improperly stored
    - Worker not wearing ear protection
    - Ink spilled on floor causing slick spot
    - Long hair not confined around power equipment or while working around moving parts
    - Worker wearing jewelry
    - Hazardous for other workers
3. The following are suggested criteria
    - Frayed electrical cords
    - Improper tool storage
    - Electrical hazards in wet areas
    - Fire and chemical hazard

ASSIGNMENT SHEET 2

1. Federal safety black and white

2. Federal safety purple (or magenta or black on safety yellow)

3. Federal safety yellow or blue

4. Federal safety yellow

5. Federal safety green

6. Federal safety red

ASSIGNMENT SHEET 3

1, 1, 2, 2, 3, 2

WRITTEN TEST

LEARN AND USE GENERAL SAFETY PRACTICES

II

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with general safety practices to their correct definitions. Write the correct letters in the blanks.

____ 1. Freedom from danger, risk, or injury

____ 2. To put out a fire; to cause to cease burning

____ 3. Any suddenly occurring, unintentional event that causes injury or property damage

____ 4. Capable of bursting into flames; these liquids reach their Flashpoint at temperatures of 100° F or higher

____ 5. Failure to think before one acts; failure to pay attention

____ 6. Capable of being easily ignited and burning quickly; these liquids reach their Flashpoint at temperatures below 100° F

____ 7. Temperature at which a flammable or combustible liquid generates enough gasses to form an ignitable mixture in air

a. Accident

b. Carelessness

c. Combustible

d. Recklessness

e. Soundness

f. Extinguish

g. Flammable

h. Repel

i. Safety

j. Flashpoint

OBJECTIVE 2

State reasons why safety practices and procedures are needed.

____

____

____

____

____

OBJECTIVE 3

State general job safety rules. State the number of rules listed for each category.

General (State three rules)

Dress (State four rules)

Equipment and tools (State six rules)

Work area (State four rules)

____

____

____

____

____

____

____

____

Flammable materials and toxic substances (State four rules)

____

____

____

____

____

____

____

____

OBJECTIVE 4 **Distinguish between colors of the safety color code and their correct applications.** Write "FSR" before applications for Federal Safety Red; "FSY" before applications for Federal Safety Yellow; "FSO" before applications for Federal Safety Orange; "FSB" before applications for Federal Safety Blue; "FSG" before applications for Federal Safety Green, and "FSBW" before applications for Federal Safety Black and White in the blanks.

____ 1. Indicates caution and marks physical hazards

____ 2. Indicate storage areas

____ 3. Warning tags that indicate equipment that should not be moved while unloading

____4. Indicates danger

____5. Indicate traffic flow paths

____6. Identifies dangerous parts of equipment that could cut, crush, shock, or otherwise injure

____7. Identifies portable containers of flammable liquids

____8. Indicates equipment that should **not** be started, used, or moved

____9. Indicates safety starter buttons

___10. Identify housekeeping equipment and its location

___11. Identifies the starting point or power source for machinery

___12. Indicates radiation hazards

___13. Indicates waste containers for explosive or combustible materials

___14. Identifies emergency stop bars, stop buttons, and electrical stop switches on machinery

___15. Identifies safety equipment other than fire-fighting equipment and its location

___16. Identifies first-aid equipment and its location

___17. Identifies fire-protection equipment and its location

___18. Indicates slow-moving vehicles (25 mph or slower)

___19. May be used as a sign for promotional slogans or informational posters

___20. Also used as contrasting sign

OBJECTIVE 5 **Name the components of the fire triangle.**

1. ____
2. ____
3. ____

OBJECTIVE 6

Match classes of fires to their correct descriptions. Write the correct letters in the blanks.

____ 1. Fires that occur in or near electrical equipment such as motors, switchboards, computers, and electrical wiring

____ 2. Fires that occur with combustible metals such as iron and magnesium

____ 3. Fires that occur in ordinary combustible materials such as paper, wood, rags, rubber, and plastics

____ 4. Fires that occur with flammable liquids such as gasoline, oil, grease, paint, and solvent

a. Class A

b. Class C

c. Class B and C

d. Class B

e. Class A and C

f. Class D

OBJECTIVE 7

Match types of fire extinguishers to the class of fire for which each is used. Write the correct letters in the blanks.

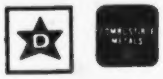
____1. Carbon dioxide, multi-purpose dry chemical, ordinary dry chemical, halon

____2. Dry powder

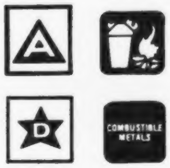
____3. Pump tank, multipurpose dry chemical

____4. Carbon dioxide, multi-purpose dry chemical, ordinary dry chemical, halon

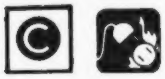
a. Class D


D
COMBUSTIBLE METALS

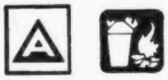
b. Class A and D


A
D
COMBUSTIBLE METALS

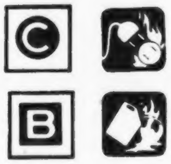
c. Class C



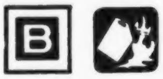
d. Class A



e. Class C and B



f. Class B



OBJECTIVE 8

Arrange in order procedures used to lift heavy objects correctly. Write a "1" before the first step, a "2" before the second step, and so on.

___ Grasp object, keeping arms and elbows tucked into side of body. Hold object close to body.

___ Tuck chin in.

___ Use "sit-down" position, keeping back straight.

___ Lift object into carrying position, making no turning or twisting movements until lift is completed.

___ Keep feet parted—one alongside, one behind the object.

___ When object is securely positioned, release your grip.

___ Use full palm of hand to grasp object; extend fingers and hand around object to be lifted.

___ Using leg and back muscles, comfortably lower object by bending knees.

___ Center body weight directly over feet; start lifting with a thrust of the rear foot.

OBJECTIVE 9

List items to consider when planning emergency evacuation procedures.

____

____

____

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____

OBJECTIVE 10 Describe the role of government agencies in providing for a safe workplace.

OBJECTIVE 11 Describe minimum requirements for training that employees who work with hazardous materials should receive.

OBJECTIVE 12

Discuss routes of entry of hazardous materials and precautions which may be taken.

Inhalation—

Absorption—

Ingestion—

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 13 **Analyze situations to determine correct safety practices.** SCORE ________

OBJECTIVE 14 **Determine colors used in safety color code from given situations.** SCORE ________

OBJECTIVE 15 **Determine correct fire extinguisher to use for various classes of fires.** SCORE ________

WRITTEN TEST ANSWERS — LEARN AND USE GENERAL SAFETY PRACTICES — II

OBJECTIVE 1

1. i
2. f
3. a
4. c
5. b
6. g
7. j

OBJECTIVE 2

Answer should include any five of the following

- To prevent physical harm to yourself and others
- To avoid loss of work
- To avoid possible loss of pay
- To lower cost to employer
- To prevent loss of or damage to equipment and/or materials
- To lower insurance rates
- To prevent hardship on family
- To provide regular job schedules
- To prevent possible loss of job

OBJECTIVE 3

GENERAL (Answer should include any three of the following)

- Know correct emergency telephone numbers in your area; be sure they are posted near the telephone
- Be alert and conduct yourself in a safe manner
- Be more aware of where others are in the shop or store and of what they are doing

- Be familiar with the location of fire-fighting and first-aid equipment
- Report all accidents to your instructor, no matter how minor they may seem

DRESS (Answer should include any four of the following)

- Wear close-fitting clothing appropriate for the work being done
- Wear safety goggles when needed
- Confine long hair before using power equipment or working around moving parts
- Wear special safety equipment when required
- Remove rings and other jewelry before going into shop area
- Do **not** carry tools or sharp objects in your pockets

EQUIPMENT AND TOOLS (Answer should include any six of the following)

- Obey all safety rules and operating instructions provided by equipment manufacturer, plus any additional ones used for shop area
- Keep tools clean and in good working order
- Properly store tools and equipment when not in use
- Keep guards and safety devices in place on all equipment
- Tag and report to the supervisor any defective tools, machines, or equipment
- Turn off power equipment when not in use
- Operate equipment only after receiving training on how to use it properly and safely
- Disconnect power equipment from power source before changing accessories or performing maintenance on it
- Use the correct tool for the job to be done
- **Never** use compressed air to clean yourself or your clothing; do **not** direct compressed air toward your body or another person

WORK AREA (Answer should include any four of the following)

- Arrange equipment and vehicles to allow safe working practices and ease of cleaning
- Store materials and supplies safely in their proper places
- Store tools and accessories safely in suitable storage containers or areas
- Keep work area organized and clear of debris and other hazards
- Clear floors of obstacles and slippery substances; clean up spills immediately
- Keep aisles, exits, and traffic areas free of materials and debris
- Dispose of combustible materials properly
- Keep enough brooms, waste containers, and housekeeping supplies on hand to keep the work area clean

FLAMMABLE MATERIALS AND TOXIC SUBSTANCES (Answer should include any four of the following)

- Carefully read and follow label directions for flammable liquids and toxic substances; use only in well-ventilated areas
- Avoid breathing fumes from flammable liquids and toxic substances
- Be sure that flammable liquids and toxic substances are properly marked and stored
- Have at work area only the amount of flammable liquid or toxic substance needed for the job being done
- Immediately change clothing on which flammable or toxic materials have been spilled
- Use flammable liquids and toxic substances only for their intended purposes
- If your hair or clothing catches fire, do **not** run; stop, drop, and roll to smother the fire, using a blanket or fender cover if available
- Do **not** use flammable materials near a fire or flame

OBJECTIVE 4

1. FSY
2. FSBW
3. FSB
4. FSR
5. FSBW
6. FSO
7. FSR
8. FSY
9. FSO
10. FSBW
11. FSY
12. FSP
13. FSY
14. FSR
15. FSG
16. FSG
17. FSR
18. FSO
19. FSB
20. FSBW

OBJECTIVE 5

1. Fuel
2. Heat
3. Oxygen

OBJECTIVE 6

1. b
2. f
3. a
4. d

OBJECTIVE 7

1. c or e
2. a
3. d
4. e or c

OBJECTIVE 8

3, 5, 2, 7, 1, 9, 4, 8, 6

OBJECTIVE 9

- Have a predetermined plan for evacuation
- Practice plan periodically and modify as necessary
- Designate an area away from facility for employees to meet
- Assign team leaders to direct evacuation and to account for all employees and customers
- Make sure all exits are clearly marked and free of clutter which could hamper the evacuation process
- Stress the importance of remaining calm

OBJECTIVE 10

Description should include the following

- Congress passed the Williams-Steiger Occupational Safety and Health Act (Known as OSHA) in 1970. The Act requires every employer to provide a safe and healthful workplace for employees. Inspections of facilities are made by federal compliance officers to see that provisions of the Act are complied with. Penalties are provided for noncompliance.
- OSHA health and safety requirements usually deal with dangerous equipment and processes, but are often only minimum requirements.
- The Act requires most employers to keep records of occupational injuries and illnesses of their employees. Cases that must be recorded are fatalities, lost workday cases, and nonfatal cases without lost workdays but which require medical treatment.

OBJECTIVE 11

- Methods and observations—for detecting the presence or release of a hazardous chemical in the work area
- Physical and health hazards—of the chemicals in the work area
- Protective measures—For employees to protect themselves from the physical and health hazards of the chemicals in the work area, including the specific procedures that the employer has used to protect employees from exposure to hazardous chemicals

- Details—of the employer's hazard communication program, including explanations of the labeling system, the Material Safety Data Sheet, and ways for employees to obtain and use the appropriate hazard information

OBJECTIVE 12

Discussion should include the following

- Inhalation—Breathing hazardous materials. Precautions against inhalation of hazardous materials: Use adequate and proper ventilation, wear personal protective equipment such as respirators, gloves
- Absorption—Being exposed to a hazardous material through the skin. Precautions against absorption of hazardous materials: Wear personal protective equipment such as gloves; keep hazardous substances in designated areas only; clean up spills and leaks immediately, and avoid direct contact with a hazardous material—wash thoroughly after contact
- Ingestion—Swallowing something that has become contaminated; touching the mouth with a hand after contact with a hazardous substance. Precautions against ingestion of hazardous materials: Keep hazardous substances in designated areas only; wear personal protective equipment such as gloves; wash thoroughly after contact and before touching anything, and allow no food items in work areas with hazardous substances

OBJECTIVES 13-15

Refer to answers to Assignment Sheets 1 through 3.

OBJECTIVE SHEET

EMPLOYMENT ACQUISITION

III

INTRODUCTION

Applying for and securing a job is a very important skill for the cooperative education student to have. Knowledge of the proper procedure for locating a job and the ability to have successful job interviews will prove to be valuable resources for the working life of the student.

UNIT OBJECTIVE

After completing this unit, the student will be able to locate, make application, and secure a job successfully. The student will show these competencies by completing assignment sheets and written test with a minimum score of 85 percent accuracy.

PREREQUISITE

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with employment acquisition to their correct definitions.
2. List sources of job information.
3. Interpret classified ads to obtain employment information.
4. Describe the characteristics necessary for a résumé.
5. Develop a cover letter for employment.
6. Describe suitable appearance for a job interview.
7. List the steps in arranging a job interview by telephone.
8. List preparation necessary for a job interview.
9. Organize a follow-up letter.
10. Complete a classified ad questionnaire. (Assignment Sheet 1)
11. Complete a job application. (Assignment Sheet 2)
12. Evaluate a telephone appointment for a job interview. (Assignment Sheet 3)

13. Participate in a mock job interview. (Assignment Sheet 4)

14. Complete an employment test. (Assignment Sheet 5)

PREPARATION

- Order material to supplement unit.
- Obtain the necessary equipment.

  EXAMPLES: VCR, overhead projector, etc.
- Study the specific objectives to determine additional ideas you may have for presentation.
- Use the classified sections of local and regional newspapers.

Classroom Planning

- Invite guest speakers to talk with students about all phases of job search.
- Contact a résumé service to request sample résumés.
- Contact local businesses to obtain sample copies of job applications.

  NOTE: Use both large and small companies and businesses.
- Organize a mini Job Fair. Invite local businesses to set-up booths and interview the students for present or future employment.
- Let the students role-play and critique each other on their interview techniques.
- Provide each student with a file folder for all materials that they will use in their job search.
- Contact the local representative of the Oklahoma Employment agency for a guest speaker.
- Invite a representative of a local or regional employment agency to speak to the class.
- Invite a local employer to be a guest speaker and explain what they look for in a perspective employee.
- Invite a personnel director from a major company to speak to the class.
- Invite a clothing/image specialist and/or a color analyst to describe how to dress for success.

- Invite a cosmetologist or barber to describe how a good hair cut and style can enhance the student's appearance.

- Invite a make-up artist to demonstrate daytime make-up for work. Have them explain the difference between natural, daytime, and evening make-up.

- Do a **Make-Over** on a male and female student.

- Have students take an aptitude or employment test.

  NOTE: Provide guest speakers with the objective and information for the topic they will discuss beforehand.

DELIVERY

Objective 1

- Have a state employment agency representative talk about their procedure for finding jobs, testing, and unemployment compensation for people out of work.

- Discuss workman's compensation.

Objective 2

- Invite other types of employment agency representatives to speak to the class.

  NOTE: Make sure they emphasize the services offered to the public, who may use them, and what they require of applicants.

- Use the Applied Communication—Starting a New Job, Module 4.

- Use *School and Work Transitions* pamphlet.

Objective 3

- Bring newspapers, magazines, and other job directories to class. Let students find the classified section. Have them list the different categories of jobs offered.

  EXAMPLE: Professional, clerical, etc.

- Invite a newspaper person from the classified section to talk with the students about jobs, abbreviations, types of ads, etc.

- Let the students create their own ad for a "position wanted."

Objective 4

- Invite the business instructor at your school, or a junior college instructor to demonstrate correct résumé writing.
- Use *Preparing a Résumé and Writing a Letter of Application*.
- Have students prepare their own résumé.
- Use transparencies 1 and 2.

Objective 5

- Invite an English teacher who can point out the importance of using correct grammar, spelling, and punctuation.
- Have the students prepare their own letter of application.
- Use transparency 3.

Objective 6

- Invite a personnel director to explain how appearance plays a major role in acquiring a job.
- Set-up a day for a cosmetologist, barber, color analyst, make-up artist, and image specialist to perform a Make-Over on a male and female student.
- *Present a Positive Image* is a good pamphlet to use here.

Objective 7

- Let students role-play with either a real or play telephone. They can critique each other on technique.
- Invite a speaker from the telephone company to demonstrate proper use of the phone system.

Objective 8

- Use *The Job Interview Process*.
- Discuss with the class their opinions about job interviews. Let them relay past experiences on job interviews and determine what they will do differently the next time.

Objective 9

- Use transparency 4.
- Let the students practice writing their own follow-up letter.

APPLICATION

Objective 10

- Have students complete Assignment Sheet 1.
- After the students have completed the questionnaire, have them discuss their answers.

Objective 11

- Have students complete Assignment Sheet 2.
- Use Activity Sheet 1 for verifying citizenship.
- Secure sample job applications from other employers. If possible, make transparencies so that the students can see difference in format, questions asked, and length of application form.
- Use *Applying for Jobs*.

Objective 12

- Use Assignment Sheet 3.
- Let students role-play using the telephone to make job interview appointments.

Objective 13

- Complete Assignment Sheet 4.
- Use Handout 1—Sample Interview Questions.
- Organize a Mini Job Fair. Invite local businesses to set-up booths and interview students for employment.

Objective 14

- Complete Assignment Sheet 5.
- Have students take a Civil Service Examination, aptitude test, a private employment test, or the Gatby test.
- Let students evaluate their performance.

EVALUATION

Pretest

- Pretest qualifying students.
- Counsel students individually on pretest results and study requirements.

- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test the actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- The Applied Communication—*Starting A New Job*, Module 4—Video, instruction booklet for student, and teacher's guide, 1989, 1-800-457-4509.

  NOTE: It is a comprehensive set of learning materials designed to help all students develop and refine career related communications skills. Available through the Agency for Instructional Technology, Box A, Bloomington, Indiana 47402-0120.

- Poise: The Art of Job Interviewing, 15 minute video, 1987.

  NOTE: Available through the Oklahoma State Department of Vocational and Technical Education, Media Resource Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.

Publications

- *School and Work Transitions*
- *Applying for Jobs*
- *Present a Positive Image*

NOTE: The above list are all pamphlets and can be secured from Ohio State University, 1960 Kenny Road, Columbus, Ohio, 43210-1090.

- *The Job Interview Process* Competency Test Package
- *Preparing a Résumé and Writing a Letter of Application* Competency Test Package

NOTE: The above material is available from the Occupational Curriculum Lab, Secondary and Higher Education, East Texas State University, Commerce, Texas 75428, (214) 886-5624.

UNIT REFERENCES

- *Cooperative Education Coordinator's Handbook*
- *Effective Employment Practices*, The Successful Living Skills Series, 1988.

NOTE: Available from the Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Material Center, 1500 West Seventh Avenue, Stillwater, OK 74074.

- *The Job Seeker's Bible, How to Sell Yourself*, Lawrence E. Barlow, M.A. VCA Publications, Lakeside, California, 1984.

OBJECTIVE 1

1. b
2. f
3. d or c
4. h
5. g
6. j
7. l
8. k
9. a
10. e

OBJECTIVE 2

1. School counselor
2. ICE coordinator
3. Private employment agency
4. Public employment agency
5. Newspaper ads
6. Friend and family
7. Government agencies
8. Telephone directories
9. Personnel Department of private businesses
10. Window signs and marquees

OBJECTIVE 3

The instructor will evaluate.

OBJECTIVE 4

Answer should include the following:

- Typed
- Organized in chronological order
- Free of spelling or typing errors
- Easily read
- Present your qualfications honestly

OBJECTIVE 5

1, 2, 6

OBJECTIVE 6

The instructor will evaluate.

OBJECTIVE 7

Answer should include the following:

1. Plan what you are going to say and practice before you call
2. State your name and reason for calling
3. Ask for an interview
4. Set a day, time and place
5. Thank receptionist

OBJECTIVE 8

1. Look nice
2. Go alone
3. Do not be late
4. Know the interviewer
5. Know the facts about the company

OBJECTIVE 9

A follow-up letter is a "thank you" letter written to the person who interviewed you. It should be written before the results of the interview are known, when possible.

OBJECTIVES 10-14

Refer to answers to Assignment Sheets 1 through 5.

SAMPLE INTERVIEW QUESTIONS

The following are sample questions which might be asked when applying for various jobs. Use them as you practice job interviews and keep the Handout to review before going on any actual interviews.

How would you answer the following questions? Why do you think each question might be asked?

1. Where do you go to school? When will you graduate?
2. Do you earn any of your own expense money while you are in school?
3. Why did you leave your previous jobs?
4. What did you like best and what did you like least about your classes?

   NOTE: This could be teachers, jobs, or employers.
5. What books have you read lately? What are your favorite magazines?
6. What do you expect to be doing in five or ten years from now? What is your chosen field of work?
7. At what salary do you expect to start?
8. How would you rate your training for this job? Very good? Fair?
9. What are some of your special abilities? What skills do you possess? What machines can you operate?
10. What personal characteristics do you think are needed to succeed in your vocation?
11. In what area do you need the most improvement?
12. Do you like to work with other people or do you work best alone?
13. Do you have any questions you want to ask us?

14. Do you think your extra-curricular activities were worth the time you devoted to them?

15. How could you contribute to our organization? Why should we hire you?

16. For what other jobs have you applied?

17. Give us an example of a project you finished under pressure.

18. May we write or call your last employer?

19. How many people have you supervised at work or through organizations of which you are a member?

20. How do you feel about the progress you have made salary-wise?

21. Would you be able to work all day Saturday and Sunday?

22. If you could start school (or work) over again what would you do differently?

23. What is you school attendance record?

24. Does criticism disturb you?

25. Have you ever filed a workman's compensation claim?

26. What motivates you?

27. Would you be willing to relocate?

28. What size city do you prefer?

29. Define *cooperation*.

30. What job with our company would you choose if you were entirely free to do so?

31. How do you feel about working overtime?

Remember: You never get a second chance to make a good first impression!

Getting a job is a job!

PRETEST

EMPLOYMENT ACQUISITION

III

OBJECTIVE 1

Match terms associated with employment acquisition to their correct definitions. Write the correct letter in the blank.

____ 1. Ad does not identify company

____ 2. Ad for person seeking job

____ 3. Used by job seeker for leads

____ 4. Ad for job opening

____ 5. Thank you for interview

____ 6. Letter of application

____ 7. Applicant's work history

____ 8. People who know you

____ 9. List experience, education, personal information

___ 10. Evaluation of applicant

a. Application form

b. Blind ad

c. Classified ad

d. Employment agency

e. Employment test

f. Employment wanted ad

g. Follow-up letter

h. Help wanted ad

i. Job lead

j. Cover letter

k. References

l. Résumé

m. Wages

n. Fringe benefits

OBJECTIVE 2

List sources of job information. List five sources of job information and explain how they can help direct you to a job.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

OBJECTIVE 3

Interpret classified ads to obtain employment information. Write two ads using the following abbreviations.

Attr.	Gd. sal.	Comm.	Trk.
Rel.	Lt.	Appt.	Nec.

1. ______________________________
____
____

2. ______________________________
____
____

OBJECTIVE 4

Describe the characteristics necessary for a résumé.

____
____
____
____
____

OBJECTIVE 5

Develop a cover letter for employment. Circle the correct answer(s).

A cover letter will:

1. Request an interview
2. Be brief
3. Written on notebook paper
4. Be informal
5. Directed to whom it may concern
6. Include a self-addressed, stamped envelope

OBJECTIVE 6

Describe suitable appearance for a job interview. It is the night before you are going to the Oklahoma Department of Vocational and Technical Education to interview for a Software Specialist position. Describe your wardrobe and personal appearance for the interview.

EXAMPLE: Blue, pleated skirt; yellow slacks, etc.

____

____

____

____

OBJECTIVE 7

List the steps in arranging a job interview by telephone.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

OBJECTIVE 8 **List preparation necessary for a job interview**

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

OBJECTIVE 9 **Organize a follow-up letter.**

____

____

____

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 10 **Complete a classified ad questionnaire.** SCORE ________

OBJECTIVE 11 **Complete a job application.** SCORE ________

OBJECTIVE 12 **Evaluate a telephone appointment for a job interview.** SCORE ________

OBJECTIVE 13 **Participate in a mock job interview.** SCORE ________

OBJECTIVE 14 **Complete an employment test.** SCORE ________

OBJECTIVE 1

Match terms associated with employment acquisition to their correct definitions.

- **Application form**—A form given to the applicant by the company to list experience, personal information, and education
- **Blind ad**—A classified ad that does not identify the company placing the ad
- **Classified ad**—A listing of different advertisements using words and abbreviations
- **Cover letter**—A letter of application sent with the résumé listing any additional experience, skills or assets the applicant has not covered in the résumé and to request an appointment for an interview
- **Employment agency**—An agency, either public or private, used by the job seeker to find job leads
- **Employment test**—An evaluation given by some companies to determine the skill levels of the individual applying for the job
- **Employment wanted ad**—An advertisement placed by a person seeking employment
- **Follow-up letter**—A letter sent to a prospective employer thanking them for the interview
- **Fringe benefits**—Anything extra provided for by the employer in addition to salary or wages, such as insurance, holiday pay, sick pay, retirement program, meals, parking allowance
- **Help wanted ad**—An advertisement, usually in the classified section of the newspaper, requesting applicants to apply for a job opening
- **Job lead**—Information from various sources about a job opening
- **Legible**—Readable
- **Marital status**—Whether a person is married, single, divorced, or separated

- **References**—A short list of persons willing to vouch for the suitability of the applicant to perform the job for which they have applied
- **Résumé**—A one-page summary of the applicant's work history and personal qualifications for a job
- **Salary**—A fixed amount a person receives for work completed
- **Wages**—An hourly rate of pay
- **Workmen's Compensation**—Insurance benefits paid by the employer for a job related injury or illness incurred by the employee while working. The employer pays the premium, a compensation court judge must make a determination concerning the injury, medical bills are paid 100%, and direct payments are made to the employee when claims are made, unless they have been assigned to the provider

OBJECTIVE 2 **List sources of job information.**

- **School counselors**—Most vocational schools have placement services for their graduates.
- **ICE Coordinator**—Since part of the job of an ICE Coordinator is to place students on the job, many employers will inform the coordinator of job openings before placing an ad in the newspaper.
- **Private employment agencies**—Private employment agencies require a fee be paid if a job is secured by the applicant.

  NOTE: Most of the time the person acquiring the job pays the fee, however, some jobs are fee paid—meaning that the employer pays the fee.
- **Public employment agencies**—Public employment agencies are operated by the state government and will test the applicant to help in placing on a job.
- **Newspaper ads**—Usually in the classified section of the newspaper.
- **Friends and family**—Be sure to tell people you know and any other contacts in the business world that you are job hunting.

- **Window signs and marquees**—Look around the areas where you would like to find a job. For instance, when you are looking for a job in a retail store, walking through a mall, or driving past a store may reveal a sign or marquee asking for job applicants.
- **Government offices**—Check with local government offices for possible job openings.
- **Telephone directory**—Call companies that interest you by finding their number in the telephone directory.
- **Personnel department of private business firms**—Many large businesses have a personnel department you may call or visit to apply for a job.

OBJECTIVE 3

Interpret classified ads to obtain employment information.

INTRODUCTION

To interpret classified ads to obtain employment information you must know the abbreviations commonly found in want ads.

- **AAE**—Affirmative action employee
- **Agency**—An employment agency
- **Ans.**—Answer; to reply to
- **Appt.**—Appointment
- **Asst.**—Assistant
- **Attr.**—Attractive
- **Bldg.**—Building
- **Bus.**—Business
- **Call**—Contact by telephone
- **Co.**—Company
- **Comm.**—Commission
- **Dept.**—Department
- **Drv.Lic.**—Driver's license
- **Employ**—Hire a person to work
- **EOE**—Equal Opportunity Employer

- **Eve.**—Evening
- **Excel.**—Excellent
- **Exper.**—Experience
- **Exec sec.**—Executive secretary
- **Gd.sal.**—Good salary
- **Gen.**—General
- **Hr.**—Hour
- **Hrly.**—Hourly
- **Hskpr.**—Housekeeper
- **K**—Thousands/$14K = $14,000
- **Lt.**—Light
- **Mgr.**—Manager
- **Maint.**—Maintenance
- **Mech.**—Mechanic, or mechanical
- **M-F.**—Monday through Friday
- **Mo.**—Month
- **Natl.**—National
- **Nec.**—Necessary
- **Neg**—to be agreed upon by all interested parties
- **Pt. time**—Part-time
- **Perm.**—Permanent
- **Per mo. or /mo.**—Per month; each month
- **Per wk. or /wk.**—Per week; each week
- **Refs.**—References
- **Ref. req.**—You must send references when you apply
- **Rel.**—Reliable
- **Sal.**—Salary

- **Sal. open**—Salary open; the salary will be agreed upon between the employer and employee
- **Sm.**—Small
- **Temp.**—Temporary
- **Trans.**—Transportation
- **Trk.**—Truck
- **Typ.**—Typing
- **VITA**—another word for résumé
- **Wk.**—Week or work
- **Wkdys.**—Week days
- **Wkly.**—Weekly
- **Yr.**—Year
- **Yrly**—Yearly

OBJECTIVE 4

Describe the characteristics necessary for a résumé. (Transparency 1 and 2)

INTRODUCTION

A résumé is a short written summary. Your résumé will be a method of presenting yourself to a prospective employer, therefore, you should make the résumé as clear and concise as possible.

NOTE: A résumé is usually one page.

A good résumé will be:

- Typed
- Organized in chronological order
- Free of spelling or typing errors
- Easily read
- Present your qualifications honestly

Information to be included on a résumé:

- Full name

- Address

  NOTE: If you will be moving soon, use both your present and permanent address. Make sure to include zip code.

- Phone number

  NOTE: Be sure to include your area code

- Personal information may include age, height, weight, health, date of birth, social security number, marital status

- General occupational objective—put in the cover letter of the job application

- Educational information

  NOTE: List the most recent information first.

  - Name and address of schools attended
  - Dates you attended each school
  - Subjects studied

  NOTE: List all subjects that pertain to the job

- Awards, honors, and extracurricular activities

- Work experience

  - Company name, address, and phone (include zip code and area codes)
  - Dates employed (most recent first)
  - Duties on that job
  - List any special training received or skills learned

- Special skills

- References

  - Should be on a separate sheet using the same heading used on the résumé

  You may use, but are not limited to

  1. Former employers (a letter of recommendation from former employers may be valuable as a reference)

  2. Former or present teachers, especially in vocational or skill classes

  3. Adults who know you

4. Community leaders

5. Professionals (for example: Doctors or attorneys)

NOTE: Always receive permission to use a person as a reference.

NOTE: Do not use teenage friends or relatives as references.

NOTE: Always provide full name, followed by title, business address, and daytime phone number of references.

Uses of résumé

- One copy to interviewer
- One copy to be used as a reference in completing the application
- Include a copy when mailing a cover letter
- Keep a copy on file to be up-dated on a regular basis

OBJECTIVE 5 **Develop a cover letter for employment.** (Transparency 3)

INTRODUCTION A cover letter is an introduction to a prospective employer. When writing a cover letter to answer an ad you have seen, address each point in the ad in the order it appears in the ad.

- Use proper form
- Address the letter to a person, not "To Whom It May Concern" unless answering a blind ad
- Type neatly with no mistakes
- Use a high grade of paper, preferably white or a light shade of paper. Use the same paper that you use for your résumé.

  NOTE: Most quick copy stores have a good grade of paper that you can buy by the sheet.
- Occupational objective
- Address and sign correctly
- If you are not sure of the correctness of your letter, have another person such as an English teacher proof read it for you.

- Be brief
- Tell when and where you can be reached
- Enclose a self-addressed stamped envelope
- The opening paragraph should attract the attention and interest of the reader, identify the job for which you are writing, and mention how you found out about the job.
- The second paragraph should mention your education, qualifications, and abilities.
- The third paragraph should request an interview at the interviewer's convenience and when and how to reach you.

  NOTE: Make sure all words are spelled correctly.

OBJECTIVE 6 **Describe suitable appearance for a job interview.**

INTRODUCTION There is only one chance to make a first impression, therefore, you should show a prospective employer your best side when you go to the interview.

- Be well groomed
- Make sure your clothes are neat and clean
- Polish your shoes, if necessary
- Be sure hair and nails are clean
- If you wear nail polish, make sure it is not chipped
- Freshly washed hair is a must
- Dress to fit the job for which you are applying

  NOTE: You would dress differently for a outside job than you would for an inside job.
- A conservative and business-like appearance is the order of the day when applying for a job

  NOTE: Remember, you are probably going to be speaking with a more conservative person than your classmates.

OBJECTIVE 7 **List the steps in arranging a job interview by telephone.**

INTRODUCTION

Making an appointment by phone does two things. First, it shows that you are interested in saving the employer's time. Second, it shows that you are thoughtful for asking what would be the best time for you to see the employer.

Steps in making an appointment by phone

- Plan what you are going to say before you call
- State your name and reason for calling

  EXAMPLE: "Hello, this is Kay Troupe and I'm calling about your ad in last night's paper for a cosmetologist. May I have an appointment for an interview?"

- Ask when would be the best time for you to schedule an interview
- Record the day, time, and place of the interview
- Thank the receptionist for the help

Things to remember when calling for an appointment

- Keep the receptionist on your side; she/he is there to help you

  NOTE: The receptionist is sometimes asked to evaluate the applicant.

- Do not ask over the phone how much the job pays
- Be polite and courteous

  NOTE: Remember that this call is the first contact you may have had with the firm. Make that first impression a good one.

- Ask if you should pick up an application blank or if they would send it to you prior to the interview.

OBJECTIVE 8 **List preparations necessary for a job interview.**

Prepare for the interview

- Look nice

  1) Be clean

    2) Be well-groomed and neat

    3) Wear appropriate clothes and shoes for the type of job

    NOTE: If uncertain about what would be appropriate clothes, it is better to dress up rather than running the risk of dressing too casually or unbusinesslike.

    4) Take an ink pen and résumé sheet with the information you may need about social security number, references' addresses, dates employed, and dates attended school

- Go alone; do not take parents or friends
- Do not be late; allow enough time
- Find out facts about the interviewer ahead of time
    1) Name

    NOTE: Make sure you have the correct pronunciation.

    2) Title

- Know the facts about the business

  NOTE: Sources of information about the company may be found in the library, chamber of commerce, or ask the secretary or receptionist at the company.

    1) Name
    2) Kind of business
    3) Products and services
    4) Reasons you want to work there
    5) How old the company is and where the plants, offices, or stores are located

Meet the receptionist/secretary

- Smile
- Introduce yourself, stating that you have an appointment

  EXAMPLE: "Good morning. I am Patricia Hamilton. I am applying for a job as mail clerk. I have a 10:00 a.m. appointment with Mr. Pierce."

- Follow receptionist's/secretary's instructions

- Wait patiently

Start the interview

- Enter with poise
- Smile
- Greet the interviewer by name
- Shake hands firmly
- Introduce yourself
- State purpose of call
- Listen
- Be seated only at interviewer's invitation

  NOTE: Students should be cautious to dress modestly and sit properly.

- Do not show signs of nervousness

  NOTE: If you do not know where to put your hands, leave them on your lap and keep them still.

- Do not place personal things on interviewer's desk
- Do not smoke or chew gum
- Look alert; look interested and enthusiastic

  NOTE: Sit slightly forward in the chair to give an alert appearance.

- Be confident
- Be courteous

  NOTE: Words such as *Mr.*, *Mrs.*, *Miss*, *Ms.*, please, thank you, and *Sir* never go out of style.

Answer questions clearly

- Do not interrupt
- Anticipate questions that might be asked and volunteer proper information
  1) Explain yes and no answers

2) Avoid criticism of former employers or competitors

3) Do not talk about personal problems

NOTE: The interviewer will be interested more in what you can contribute to the business than what the business can do for you. Do not use a sob story about how desperate you are for a job.

4) Show copies of your work if applicable

5) State that you are willing to start at the beginning salary

6) Answer all questions honestly

7) Give positive answers to unfavorable questions

8) Find a true, positive statement concerning your reasons for leaving previous jobs, even if you were fired

EXAMPLES: "I was laid off, but I learned from my mistakes."

"I left because they did not need as many employees during the slow season."

"The employer needed a relative to work for a while."

9) Try to mention your best qualities in relation to something concrete

EXAMPLE: "I earned 75 percent of my expenses while going to school." is better than just "I am a hard worker and want to get ahead."

10) Give the lead back to the interviewer if you find yourself talking too long by saying, "Perhaps you have some other questions to ask me?"

11) Be prepared for personal questions about your home life and parents' occupations

NOTE: Some employers are not aware of the law. They do not know that there are certain questions that should not be asked in an interview. Such questions cover age, race, handicap, national origin, marital status, and religion. Practice an appropriate response if these questions are asked.

12) Avoid questions concerning politics, economics, religion, and other controversial subjects

13) Answer questions about career objectives using specific terms about what you would like to do in the near future in that particular field without limiting your opportunities

- Look directly at interviewer
- Speak in clear, moderate tones
- Use correct English

NOTE: Avoid swearing, slang terms, or annoying phrases like "yea," "you know," or "uh-huh."

- Show interest in the company; ask questions

EXAMPLE: Incorrect: "Listen, I need to know if you have any benefits."

Incorrect: "Now that you've questioned me, there are a few things that I want to know before I decide if I want to work for you."

Incorrect: "I wonder if you could give me some information about the benefits available to employees?"

Correct: (If not already covered by the interviewer). "What are the opportunities for advancement with the company?"

- Sell yourself

NOTE: Never refer to yourself as just average or fair. Always give a positive response.

- Do not get flustered
- Give the interviewer the opportunity to mention salary and fringe benefits
- Remind the interviewer of the conversation topic if he/she is interrupted by a telephone call
- Act enthusiastic

Close the interview

- Watch for the signs that the interview is over, such as the interviewer shuffling papers and moving around in chair
- Ask "May I say one thing more?" or "Would you be interested in . . . ?" if the interview seems to be ending before all important points have been made
- Thank interviewer for his/her time

  EXAMPLE: "I've enjoyed talking to you, Mrs. Stone. Thank you for your time and consideration. I am so excited about this job and do hope I'm hired. Can you tell me when the position will be filled and how the applicant will be notified? (pause) Please let me know if you need any additional information."

- Learn from every situation even if the interviewer does not offer the position

Follow-up letter

- Write a "thank you" letter, call, or visit again to express interest in the job and appreciation for the opportunity to interview

OBJECTIVE 9 **Organize a follow-up letter.** (Transparency 4)

INTRODUCTION

A follow-up letter is a letter you should write to the person who interviewed you. This letter should be written before you know the result of the interview, when possible.

- Use the same guidelines for a follow-up letter as you would for a cover letter.

  EXAMPLE: Typewritten with no mistakes

- The follow-up letter will show the interviewer that you appreciate the time spent in the interview.
- It shows that you have good manners.
- It will let the interviewer know that you are still interested in the job.
- You should mention key points that you made during the interview.

SAMPLE
Résumé

EARNEST JOB SEEKER

1234 Smith Street
Oklahoma City, Oklahoma 73132
(405) 555-6854

OBJECTIVE: An entry-level sales position which will utilize skills attained through previous part-time employment in the retail industry. Preferred position will be with a clothing manufacturer and will afford opportunities for advancement, based on outstanding job performance and the attainment of further education.

EDUCATION:
El Reno High School
El Reno, Oklahoma
Graduate, May 1988.
Honors and Activities:
- **National Honor Society**
- **Wide Receiver, El Reno Football Team**
- **Member of Gifted and Talented Programs**

The University of Oklahoma
Norman, Oklahoma
Enrolled to begin studies in the Fall of 1988.
Will be studying Marketing.

EXPERIENCE:
5/84 to 5/88
Steve's Sportswear
Oklahoma City, Oklahoma

PART-TIME RETAIL SALES ASSOCIATE

Assigned to help customers with clothing selections and calculated resulting sales. Displayed merchandise to its best advantage. Ensured adequate inventory. Operated a Johnson computerized cash register. **Major Accomplishments:** Designed inventory control program to increase efficiency. Only part-time employee to be named "Employee of the Month."

PERSONAL:
Willing to travel.
Interests include contact sports, music and personal computers.

REFERENCES:
Available upon request.
Educational transcript available upon request.

SAMPLE
Reference Sheet

EARNEST JOB SEEKER
1234 Smith Street
Oklahoma City, Oklahoma 73132
(405) 555-6854

REFERENCES

Mr. Steve Wilburn
Owner
Steve's Sportswear
3442 South Miami Road
Oklahoma City, Oklahoma 73590
(405) 555-9988

Ms. Pat Hamilton
Teacher
El Reno High School
1111 Watts Boulevard
El Reno, Oklahoma 73034
(405) 262-5124

Mr. Richard Barron
Pastor
St. Andrew's Church
12 Northwest A Avenue
Lawton, Oklahoma 73501
(405) 248-1059

TM 3

SAMPLE COVER LETTER

EARNEST JOB SEEKER
1234 Smith Street
Oklahoma City, Oklahoma 73132
(405) 555-6854

December 3, 1987

Ms. Emily Williams
Togs For Tots, Incorporated
3535 North Harbour Drive
Willow, Oklahoma 73501

Dear Ms. Williams:

I would like to express my interest in becoming part of your organization in the role of sales representative. The enclosed résumé will provide you with information on my educational background and professional experience.

As indicated on the résumé, I plan to further my education by attending the University of Oklahoma in the fall. I feel that this will be mutually beneficial. I can acquire hands-on experience within the industry of my choice, and in turn can provide you with the latest information in the clothing field. I have extensive experience working with clothing buyers and I feel qualified in the area of sales. Finally, I enjoy a challenge inherent in a sales situation and would welcome the opportunity to make a significant contribution to your firm.

Ms. Williams, if my qualifications interest you, I would appreciate the opportunity for a personal interview. I am available during the week after 3:00 p.m. I can be reached by telephone at (405) 555-6854.

Your consideration and time are appreciated.

Sincerely,

Earnest Job Seeker

Résumé enclosed.

SAMPLE FOLLOW-UP LETTER

2125 Charolais Road
Wautusi, OK 74074
November 13, 1989

Ms. Dorothy Chuculate, Manager
Fresh As Spring Day Care Center
1234 Somewhere Drive
Sunshine, OK 74077

Dear Ms. Chuculate:

Thank you for the courtesy shown during my visit to the Fresh As Spring Day Care Center Wednesday afternoon. I enjoyed the tour of your facility and the friendliness of your staff members.

As we discussed in my interview, early childhood education and elementary education are my two areas of concentration. I prefer early childhood education, but I am also interested in quality elementary education.

At your request, I will furnish any additional information concerning my education and work experience. Once again, thank you for an informative and enjoyable visit.

Sincerely,

April Weatherby

ACTIVITY SHEET 1 | EMPLOYMENT ACQUISITION III

EMPLOYMENT ELIGIBILITY VERIFICATION (Form I-9)

1 EMPLOYEE INFORMATION AND VERIFICATION: (To be completed and signed by employee.)

Name: (Print or Type) Last	First	Middle	Birth Name
Address: Street Name and Number	City	State	ZIP Code
Date of Birth (Month/Day Year)		Social Security Number	

I attest, under penalty of perjury, that I am (check a box):

☐ 1. A citizen or national of the United States.
☐ 2. An alien lawfully admitted for permanent residence (Alien Number A ________________).
☐ 3. An alien authorized by the Immigration and Naturalization Service to work in the United States (Alien Number A ________________, or Admission Number ________________, expiration of employment authorization, if any ________________).

I attest, under penalty of perjury, the documents that I have presented as evidence of identity and employment eligibility are genuine and relate to me. I am aware that federal law provides for imprisonment and/or fine for any false statements or use of false documents in connection with this certificate.

Signature	Date (Month/Day/Year)

PREPARER TRANSLATOR CERTIFICATION (To be completed if prepared by person other than the employee). I attest, under penalty of perjury, that the above was prepared by me at the request of the named individual and is based on all information of which I have any knowledge.

Signature	Name (Print or Type)		
Address (Street Name and Number)	City	State	Zip Code

2 EMPLOYER REVIEW AND VERIFICATION: (To be completed and signed by employer.)

Instructions:
Examine one document from List A and check the appropriate box, ***OR*** examine one document from List B ***and*** one from List C and check the appropriate boxes. Provide the ***Document Identification Number*** and ***Expiration Date*** for the document checked.

List A
Documents that Establish
Identity and Employment Eligibility

☐ 1. United States Passport

☐ 2. Certificate of United States Citizenship

☐ 3. Certificate of Naturalization

☐ 4. Unexpired foreign passport with attached Employment Authorization

☐ 5. Alien Registration Card with photograph

Document Identification

____

Expiration Date (if any)

____

List B
Documents that Establish
Identity

and

☐ 1. A State-issued driver's license or a State-issued I.D. card with a photograph, or information, including name, sex, date of birth, height, weight, and color of eyes.
(Specify State) ________________)

☐ 2. U.S. Military Card

☐ 3. Other (Specify document and issuing authority)

____

Document Identification

____

Expiration Date (if any)

____

List C
Documents that Establish
Employment Eligibility

☐ 1. Original Social Security Number Card (other than a card stating it is not valid for employment)

☐ 2. A birth certificate issued by State, county, or municipal authority bearing a seal or other certification

☐ 3. Unexpired INS Employment Authorization
Specify form
____

Document Identification

____

Expiration Date (if any)

____

CERTIFICATION: I attest, under penalty of perjury, that I have examined the documents presented by the above individual, that they appear to be genuine and to relate to the individual named, and that the individual, to the best of my knowledge, is eligible to work in the United States.

Signature	Name (Print or Type)	Title
Employer Name	Address	Date

Form I-9 (05/07/87)
OMB No. 1115-0136

U.S. Department of Justice
Immigration and Naturalization Service

Employment Eligibility Verification

NOTICE: Authority for collecting the information on this form is in Title 8, United States Code, Section 1324A, which requires employers to verify employment eligibility of individuals on a form approved by the Attorney General. This form will be used to verify the individual's eligibility for employment in the United States. Failure to present this form for inspection to officers of the Immigration and Naturalization Service or Department of Labor within the time period specified by regulation, or improper completion or retention of this form, may be a violation of the above law and may result in a civil money penalty.

Section 1. Instructions to Employee/Preparer for completing this form

Instructions for the employee.

All employees, upon being hired, must complete Section 1 of this form. Any person hired after November 6, 1986 must complete this form. (For the purpose of completion of this form the term "hired" applies to those employed, recruited or referred for a fee.)

All employees must print or type their complete name, address, date of birth, and Social Security Number. The block which correctly indicates the employee's immigration status must be checked. If the second block is checked, the employee's Alien Registration Number must be provided. If the third block is checked, the employee's Alien Registration Number *or* Admission Number must be provided, as well as the date of expiration of that status, if it expires.

All employees whose present names differ from birth names, because of marriage or other reasons, must print or type their birth names in the appropriate space of Section 1. Also, employees whose names change after employment verification should report these changes to their employer.

All employees must sign and date the form.

Instructions for the preparer of the form, if not the employee.

If a person assists the employee with completing this form, the preparer must certify the form by signing it and printing or typing his or her complete name and address.

Section 2. Instructions to Employer for completing this form

(For the purpose of completion of this form, the term "employer" applies to employers and those who recruit or refer for a fee.)

Employers must complete this section by examining evidence of identity and employment eligibility, and

- checking the appropriate box in List A *or* boxes in both Lists B and C;
- recording the document identification number and expiration date (if any);
- recording the type of form if not specifically identified in the list;
- signing the certification section.

NOTE: Employers are responsible for reverifying employment eligibility of employees whose employment eligibility documents carry an expiration date.

Copies of documentation presented by an individual for the purpose of establishing identity and employment eligibility may be copied and retained for the purpose of complying with the requirements of this form and no other purpose. Any copies of documentation made for this purpose should be maintained with this form.

Name changes of employees which occur after preparation of this form should be recorded on the form by lining through the old name, printing the new name and the reason (such as marriage), and dating and initialing the changes. Employers should not attempt to delete or erase the old name in any fashion.

RETENTION OF RECORDS.

The completed form must be retained by the employer for:

- three years after the date of hiring; or
- one year after the date the employment is terminated, whichever is later.

Employers may photocopy or reprint this form as necessary.

U.S. Department of Justice
Immigration and Naturalization Service

OMB #1115-0136
Form I-9 (05/07/87)

NAME ______________________________ SCORE _______

OBJECTIVE 10

Complete a classified ad questionnaire.

During your job search, it is helpful and useful to know how to read and understand the classified ad section of a newspaper. Read the following ads and answer the corresponding questions.

A. 1. What is the title of the position?

____

2. What are the qualifications for the job?

____

3. Who is the prospective employer?

____

B. 1. What is the type of position?

____

2. What work experience is required?

____

____

C. 1. What is the salary?

____

2. What is the type of work?

____

3. How do you apply?

____

____

D. 1. What is the type of position?

____

2. What are the hours?

____

3. What experience do you need?

____

4. Who pays the fee for finding the job?

____

E. 1. What experience is required?

____

2. What is the salary?

____

3. What does EOE stand for?

____

F. 1. What is the work schedule?

____

2. What experience is needed?

____

3. How do you apply?

____

G. 1. What is the work schedule?

____

2. What are the benefits of the job?

____

3. What training do you need?

____

4. How do you apply?

____

a. **DRILLING/COMPLETION ENGINEER** - Active Denver-based independent seeks an engineer to manage operations. Requirements - 5 + years experience. Compensation: Competitive salary, assigned overriding royalty, stock option, medical. Please send confidential resume of experience, education, and salary history to Ima G. Ologist, Wyoming Resources, 1727 Rutty Road, Denver, Colorado 80101 or call (303) 555-2900.

b. **ADMINISTRATIVE ASSISTANT**

Fee paid. Good telephone skills & experience. Light typing, able to accept some responsibility, pleasant manner, excellent working conditions. 12K plus bonus plus profit sharing. Ask for Josie.

JOB FINDERS, INC.

Call 394-5251 Oil Capital Bldg.

c. **MA BELL's**

$3.50 AFTER TRAINING

Bus persons & counter positions, part-time evenings & weekends. Apply in person, 2-5 p.m., 5220 S. Wale or 6618 E. Myral.

d.

49a–Help Wanted–Clerical Office

JR. EXEC. SEC.

All fees paid. Front office demeanor. Type 70, excellent opportunity. Call in confidence. 12K.

JOB FINDERS, INC.

Call 555-5251 Oil Capital Bldg.

e.

STEAK & ALE RESTAURANT

now accepting applications for general kitchen workers, full- or part-time, evening shift. Should be able to work through the end of the year minimum. Apply in person, 4710 East 51st. 555-3610.

Equal opportunity
employer

f.

49g–Professional & Administrative

MATHEMATICS
POSITIONS

Advertisement Copy

Mathematics: Lecturer. Part-time. Begin August 20, 1981. Effective for the academic year only. A master's degree and teaching experience is required. Teach undergraduate courses in Mathematics. Send letter of application, detailed vita, transcripts, and letters of recommendation to Mathematics Screening Committee, Dr. Joe E. Lewis, Dean, School of Mathematics and Science, University of Change, Nontown, OK 73036. Deadline for receipt of application is 2 weeks from today's date. University of Change is an Equal Opportunity/Affirmative Action Employer.

g.

49h–Miscellaneous

PART-TIME
JANITORS

Janitor service accepting applications. Work 3 to 4 hours per night, Mon. through Fri. Work in downtown area and 15th & Sheridan. Paid holidays. We will train you. Call for appointment, 543-7019.

NAME ______________________ SCORE ______

OBJECTIVE 11

Complete a job application. (Activity 1)

INTRODUCTION

Completing a job application form is the way an employer will see you for the first time. It is very important that you present yourself in the best possible way.

DIRECTIONS

- Read the entire application before beginning to write
- Follow *all* directions and instructions
- Print all information except when a signature is needed
- Write legibly
- Be sure application is filled out neatly with no cross outs, or smudges
- Know the position for which you are applying
- Answer all questions and fill in all blanks; if a question does not apply to you, draw a short line through the blank or write N/A, which means not applicable

  NOTE: This means that question does not pertain to you.
- Read the application form when you have finished to be sure you have answered all questions
- Consult your résumé to be sure you have all dates, names, addresses and other information correct

State Department of Vocational and Technical Education
1500 West Seventh Avenue, Stillwater, OK 74074-4364, Phone # (405) 377-2000

PRINT IN INK OR TYPE. Fill out the application form completely (4 pages); if questions are not applicable, enter "NA." Résumés or attachments will be accepted for additional information. Be sure to sign the completed form and submit to Personnel Services.

Application For Employment

Prospective employees will receive consideration without discrimination because of race, creed, color, sex, age, national origin, qualified handicap, or veteran status.

PERSONAL

Last Name First Middle	Date Application Completed
Street Address	Home Phone ( ) —
City, State, Zip	Business Phone ( ) —
Have you ever applied for employment with us? ☐ Yes ☐ No If Yes: Month and Year ______ What position(s)? ______________	Social Security No.
Have you ever worked for us before? ☐ Yes ☐ No If yes, what position(s)?	
Type of Positions Desired 1. 2. 3.	
I will accept full-time _____, part-time _____, seasonal (May 1 - Oct. 15) _____ temporary _____ work.	Date available to begin work ______________
Telephone number and/or name of person with whom the State Department of Vocational and Technical Education may leave message if you have no phone ______________	

EDUCATION

SCHOOL	*NAME AND LOCATION OF SCHOOL*	*COURSE OF STUDY OR MAJOR/MINOR*	*NO. OF YEARS OR CREDIT HOURS COMPLETED*	*DID YOU GRADUATE OR COMPLETE TRAINING?*	*DEGREE, DIPLOMA OR CERTIFICATE RECEIVED*
High				☐ Yes ☐ No	
College/ Area Vo-Tech School				☐ Yes ☐ No	
Other				☐ Yes ☐ No	

87-004353

AN EQUAL OPPORTUNITY EMPLOYER

EMPLOYMENT

Please give accurate, complete, full-time and part-time employment record. Start with present or most recent employer.

1	Company/Organization	Telephone ( ) –
	Address	Employed (State Month and Year) From To Full-time ☐ Part-time ☐
	Name of Supervisor (Indicate if Self-Employed)	Reason for Leaving
	Job Title and Type of Duties Performed	

2	Company/Organization	Telephone ( ) –
	Address	Employed (State Month and Year) From To Full-time ☐ Part-time ☐
	Name of Supervisor (Indicate if Self-Employed)	Reason for Leaving
	Job Title and Type of Duties Performed	

3	Company/Organization	Telephone ( ) –
	Address	Employed (State Month and Year) From To Full-time ☐ Part-time ☐
	Name of Supervisor (Indicate if Self-Employed)	Reason for Leaving
	Job Title and Type of Duties Performed	

May we contact the employers listed above in regard to your job performance?	Yes__________ No__________ Specify ______________________________ ______________________________

Please list additional skills or training applicable to the position for which you have applied. Be specific as to type of skills training, including any equipment which you have experience operating.

REFERENCES

Please list references who have knowledge of your work experience, education and training.

NAME	*ADDRESS*	*PHONE*

May we contact the references listed above in regard to your job performance?	Yes__________ No__________ Specify ____________________

How did you learn about this job opening?

- ☐ Recruitment Notice
- ☐ Oklahoma Employment Commission
- ☐ Other State Agency
- ☐ Walk-In
- ☐ State Employee or Friend
- ☐ Newspaper or Professional Publication
- ☐ Other (specify) ______________________

SIGNATURE

I hereby declare the information provided by me in this Application for Employment is true, correct, and complete to the best of my knowledge. I understand, that if employed, any misstatement or omission of fact on this application shall be considered cause for dismissal.

This application will be retained on file for no more than one year. If I am not hired during that period of time, I must complete a new application in order to be considered for employment. It is my responsibility to notify Personnel Services of my intent to apply for any position opening available with the State Department of Vocational and Technical Education.

I understand that if I am a relative of an employee of the State Department of Vocational and Technical Education I may apply for any position vacancy except those positions which would place me in the same division or work area in which a relative is currently employed and which would create a supervisory/subordinate relationship.

I understand that a person cannot be hired for a position funded under the Job Training Partnership Act if they are a member of the supervisory staff's "immediate family" (wife, husband, son, daughter, mother, father, brother, sister, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, father-in-law, aunt, uncle, niece, nephew, step-parent, step-child, grandfather, grandmother, grandson, and granddaughter). I hereby certify that I am not related, as specified above, to a person serving in a supervisory position funded under the Act.

I understand that completing this application does not create an employer-employee relationship but only shows my desire to seek employment with the State Department of Vocational and Technical Education.

Date ______________________

Signature ______________________

If you would like additional information about the State Department of Vocational and Technical Education or Vocational Education in Oklahoma, contact the Personnel Services Division.

Thank you for your interest in the State Department of Vocational and Technical Education.

OKLAHOMA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION

State Department of Vocational and Technical Education

AN EQUAL OPPORTUNITY EMPLOYER

NAME ______________________________ SCORE _______

OBJECTIVE 12 **Evaluate a telephone appointment for a job interview.**

DIRECTIONS Role play a situation where you make an appointment for a job interview by telephone. Use the attached transcript to aid you in the role play, and use the following checklist to evaluate yourself.

	YES	NO
Was prepared before calling	_____	_____
Did not have to stammer to find the right words	_____	_____
Identified self immediately	_____	_____
Asked the best time for an appointment with employer	_____	_____
Was courteous and friendly	_____	_____
Thanked the receptionist or person handling the call	_____	_____
Made record of the interview date, hour, and place	_____	_____
Asked about picking up or having application sent	_____	_____

TELEPHONE SCRIPT

It can save you a lot of time and expense to call employers and inquire about available jobs. Below is a sample phone call:

Receptionist: Good morning, Pierce Brothers Restaurant, may I help you?

Caller: Yes, may I have the name of the personnel director or the person in charge of hiring?

(If the person is not in, at least you know who does the hiring. Ask for that person by name when you call back).

Receptionist: That's Ms. Chapman.

Caller: Could I talk to Ms. Chapman?

Receptionist: Yes, just a moment.

Ms. Chapman: Hello, Joyce Chapman.

Caller: Ms. Chapman, my name is Tom Smith. I am an experienced waiter. I would appreciate the opportunity to work for you.

Ms. Chapman: Where have you worked before?

Caller: My last job was at the Green Room. I worked there for two years. The Green Room will be closing in two weeks. May I come in for an interview some time this week?

Ms. Chapman: Can you be here at 10:30 a.m. on Thursday?

Caller: Yes, I can and would it be possible for me to pick-up a job application?

Ms. Chapman: Yes, you can pick-up an application anytime before your scheduled interview. I am looking forward to meeting you.

Caller: Thank you, Ms. Chapman, I will be there at 10:30 a.m. on Thursday.

****OR****

I am sorry to hear that you don't have an opening right now. Do you happen to know of any other firms which might need a (well-trained and good) ________________ (your occupation) ______________?

****OR****

Would you mind if I called you later in the (week, month) to check on future job vacancies?

If you did not succeed in getting the interview but the employer did give you a job lead, follow-up on it immediately. Use the same style in making that call. But this time, add - "(Mr., Mrs., or Ms.) ______________ suggested that I contact you. (He, she) ____________thought you might have job openings..."

When speaking with employers on the telephone you can get job leads in related businesses. You will also want to request permission to call back later to check future openings, if none currently exists.

A phone script will ensure that all of the points you wish to make will be covered. By having your responses ready, much of the fear of using the phone will be eliminated. You can now develop your own phone script.

NAME ______________________________ SCORE ________

OBJECTIVE 13 **Participate in a mock job interview.**

INTRODUCTION

It is important that the student understand what a significant role the job interview plays in the employment acquisition process. First impressions can be lasting impressions and a potential employer will evaluate a future employee using a variety of guidelines. Therefore, it will be necessary for the applicant to be prepared for the unexpected.

DIRECTIONS

You should be prepared for an interview, team up with another student in class. Assume the roles of interviewer and applicant and then switch so that each of you will have the opportunity to play both roles. Use the following sample job interview script, or create one of your own. You may change the names and the job title. Video tape the session if possible and let your classmates critique your performance.

A = Applicant

I = Interviewer

A (Enters room, pauses, smiles, and approaches Ms. Smith with hand extended to shake hands.) Hello, Ms. Smith. I am Joe Hunter and I am applying for the job which you advertised in Friday's *Daily Blunder*.

I Hello, Mr. Hunter. Won't you have a seat?

A Thank you. I have a résumé which may be helpful to you. (Hands Ms. Smith the personal data sheet and sits down.)

I This is a very well prepared résumé. Well, Joe, tell me about yourself.

A I'm a junior at Woodland High School where I'm enrolled in a vocational course. I'm interested in working in a business like yours while going to school and after I graduate. My older brother works in a similar business in Big City, and I think there are a lot of future opportunities in this field.

I Joe, have you had any work experience or are you currently working anywhere?

A Yes, Ms. Smith, I am working as a cook for Marty's Catering Service. I am responsible for keeping the check-out area clean and well-stocked as well as for preparing and serving food. I have also done odd jobs for my relatives and neighbors.

I What do you think you have learned from your job at the catering service?

A Probably the most important thing I have learned is how to work with people.

I What kind of person is your employer and how do you get along?

A My employer has several good qualities. He offers very good service to the customers, and we get along well.

I Why do you want to leave?

A I feel there would be more opportunity for me to develop the skills necessary to reach my occupational objective in a business such as yours.

I How did you get the job at the catering service?

A A friend of mine who used to work there recommended me as his replacement.

I When would you be able to start and what hours could you work?

A I could start work as soon as I give my present employer two weeks' notice. I will be able to work from 2:30 to 5:30 on weekdays and all day on weekends and holidays.

I In which school activities are you involved this year?

A I am a member of the student council, Vocational Industrial Clubs of America, and glee club. I should know about any trips with these groups early enough to make arrangements with you and another employee so there will be no problems with missing work.

I Do you have your own transportation?

A No, Ms. Smith.

I How much do you expect to earn?

A I understand from some of the other employees that a person may begin at the minimum wage and advance with time and experience.

I That's right. Here is a brochure explaining our pay scale and other benefits.

A Thank you.

I Thank you for talking to us. We will let you know about the job soon.

A May I call you?

I No, we will call you next week.

A (Stands) Thank you for your time, Ms. Smith. Have a good day. (Shakes hands and leaves).

NAME ______________________________ SCORE ______

OBJECTIVE 14 **Complete an employment test.**

INTRODUCTION

A business that you apply to for a job may require you to take an employment test. These tests are given to test your practical skills and to test your ability to follow directions.

DIRECTIONS

- Follow directions
- Print legibly
- Answer all questions you understand first, return to the harder questions later
- Mark the answer sheet carefully
- If you finish before the time limit, recheck your answers

Some places of business in which you might apply to work may require you to take an employment test. Subject areas which might be covered on employment tests include vocabulary, grammar, math, spelling, reading comprehension, reasoning, filing, comparison, skills (typing, shorthand, transcription), proofreading, psychological items.

In order for you to do well on such a test there are some "hints" included below.

Take a few deep breaths before beginning the test. *Follow directions*, such as "circle," "underline," or "print." Also, follow specifically any instructions, such as using a special pencil or checking only one answer. WRITE or PRINT CLEARLY. If there is something you do not understand ask before the test begins. Go through the test in order marking answers carefully. Answer the easiest questions first; do not spend a lot of time on one question. Recheck answers if you finish early. Make sure the test number matches the number on the answer sheet.

NOTE: Ask to move if the sun is going to be in your eyes or if you are sitting in a draft and let the tester know if you cannot hear directions.

The following employment test has fifty-five questions. Answer each question as carefully and completely as possible. Be sure to follow the specific directions for each section.

DIRECTIONS

Each question below gives several suggested spellings for a word. Decide which spelling is correct and circle the letter preceding that word.

1. a. Propposal
   b. Propossal
   c. Proposal
   d. Propossal
   e. None of these
2. a. Bookeeping
   b. Bookepping
   c. Bookkeping
   d. Bookkeeping
   e. None of these
3. a. Iteniary
   b. Itinerary
   c. Inenerary
   d. Itenirary
   e. None of these
4. a. Conferance
   b. Conference
   c. Confference
   d. Conferience
   e. None of these

5. a. Transferrable

   b. Transferable

   c. Transfferable

   d. Transferible

   e. None of these

DIRECTIONS In the following sentences, circle the word which makes the sentence correct.

6. You should (of, have) participated in the promotion.
7. I (will, won't) take but a minute.
8. He is (confidant, confident) that you will enjoy the play.
9. I would (advice, advise) her to stay in London another week.
10. The documentary contained more than (thirty, 30) pages of directions.

DIRECTIONS Punctuate correctly the following sentences.

11. The reference book **Charm and Poise for Getting Ahead** is now available at Martins Book Store
12. Examinations will be given for a number of different positions for example typist and general clerk secretary office manager and bookkeeper
13. The meeting is now scheduled for December 12 1990.
14. Our district manager Mr Carter will call on you
15. He said I appreciate the trouble you have gone through to get me elected gentlemen but you cant tell me how to vote in this election

DIRECTIONS Solve each of the following problems and circle the letter preceding the correct answer.

16. Which number in the following group of numbers represents the smallest amount?

    a. 3

    b. 1

    c. .95

    d. 732

    e. .05

17. Subtract: 150.07 - 2.3 =

    a. 147.77

    b. 148.08

    c. 149.84

    d. 157.77

    e. None of these

18. Find: 6% of 600.20 =

    a. \$36.00

    b. \$36.05

    c. \$360.01

    d. \$75.00

    e. None of these

19. What number is missing from the series?

    67 59 51 43 27

    a. 38

    b. 36

    c. 34

    d. 35

    e. None of these

20. Five pounds of paper sells for $2.00. How many pounds can you buy for 80 cents?

   a. 3

   b. 1 1/2

   c. 2

   d. 4

   e. None of these

DIRECTIONS

Write the following amounts in words.

21. $273.75______________________________

22. 61 1/3______________________________

23. 90 10/16______________________________

24. 100%______________________________

25. $6,372.15______________________________

DIRECTIONS

Below are ten pairs of names and numbers. If the two sets are exactly the same, Underline the "S" if they are different, underline the "D."

EXAMPLE: A. A. Glensen—A.H. Glensen S D

Martin Matthews—Marthine Matthews S D

Newton Domestics—Newton Domestics S D

26. Gurney Bascombe—Garney Bascombe S D

27. Robert's Florals—Roberta's Florals S D

28. M. N. Wojciechowsi—M. N. Wojciechowski S D

29. Paul J. Siegelman—Paul J. Siegelman S D

30. Williams, Owens, & Scott—Williams, Owens & Scott S D

31. Liebster & Liebsten—Liebsten & Liebsten S D

32. Groves & Oppenhiemer —Groves & Oppenheimer S D

33. A376-5972147—A376-59772147 S D

34. AV-372249576—AV-3724295676 S D

35. P.F. DeSimone—F.P. DeSimone S D

DIRECTIONS

Proofread the paragraphs below and punctuate. Circle spelling errors and make any other additional corrections as necessary, such as deleting words, underscoring, etc., to create grammatically correct paragraphs.

36-50 In planning your new office you have probably accumulated a great deal of up to date information on the subject of carpeting. However, there is something which you may not have considered in detail —the use of decorative tiles as an attractive flooring throughout your office

This is a question which should be considered seriously. When a young architect decide to build a dream office the idea that tilting can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patterns in decorative tiles however, you have no idea of the unusual affect that some of these patterns may have in office styling.

DIRECTIONS

In each of the following problems, select the names that would be first if the names were arranged in alphabetical order. Circle the letter preceding that name.

51. a. Victor Gongala

b. Anita Dubcheick

c. Martha Carter

d. Carol Eisler

e. Carl Schwartz

52. a. Top Quality Motel
    b. The 201 Cleaners
    c. T.A. Tremont
    d. Wilkins Market
    e. The Victory Corp.

53. a. S. James Santos
    b. San Francisco Tools, Inc.
    c. S.A. Sampler
    d. Sands Aircraft Co.
    e. San Diego Suppliers

54. a. Elizabeth Barnes
    b. Allen E. Bates
    c. Anna Benson
    d. AA Products
    e. Andrew Jamisen

55. a. P.C. Payton
    b. The Skline Corp.
    c. T.G. Products, Inc.
    d. Lawson's Hotel
    e. Alice Payne

ASSIGNMENT SHEET 1

A. 1. Drilling/Completion Engineer
   2. 5 plus years experience
   3. Wyoming Resources

B. 1. Clerical
   2. Telephone skills, light typing

C. 1. $3.50
   2. Food service
   3. In person

D. 1. Clerical
   2. Does not apply
   3. Type 70 words per minute
   4. Employer

E. 1. None
   2. Does not specify
   3. Hiring is not based on race, sex, or national origin

F. 1. Current school year
   2. Master's degree and teaching experience
   3. Mathematics Screening Committee, Dr. Joseph E. Lewis School of Mathematics and Science, University of Change, Nontown, OK 73036

G. 1. 3 to 4 hours per night, Monday through Friday.

2. Paid holidays

3. The employer will train you

4. Call for an appointment

For the following assignment sheets there are no correct answers. The scoring will be determined by the instructor.

ASSIGNMENT SHEET 2

Should be typed or printed in black or blue ink. Check appearance, accuracy, completeness. Repeat until it is perfect.

ASSIGNMENT SHEET 3

If you checked "NO" for any statement, review objective 7 and repeat this assignment. You should repeat the assignment until you have all "YES" answers.

ASSIGNMENT SHEET 4

The instructor and/or student may critique this role-play exercise. The critiquer should be honest and helpful. Be able to give constructive criticism.

ASSIGNMENT SHEET 5

1. c
2. d
3. e
4. b
5. b
6. have
7. will
8. confident
9. advise
10. thirty
11. The reference book *Charm and Poise for Getting Ahead* is now available at Martin's Book Store.

12. Examinations will be given for a number of different positions, for example, typist and general clerk, secretary, office manager, and bookkeeper.

13. The meeting is now scheduled for December 12, 1972.

14. Our district manager, Mr. Carter, will call on you.

15. He said, "I appreciate the trouble you have gone through to get me elected, gentlemen, but you can't tell me how to vote in this election."

16. e

17. a

18. a

19. d

20. c

21. Two hundred seventy-three dollars and seventy-five cents

22. Sixty-one and one-third

23. Ninety and ten-sixteenths

24. One hundred percent or 100 percent

25. Six thousand three hundred seventy-two dollars and fifteen cents

26. D

27. D

28. D

29. S

30. S

31. D

32. D

33. D

34. D

35. D

36-50 In planning your new office, you have probably accumulated a great deal of up-to-date information on the subject of carpeting. However, there is something which you may not have considered in detail—the use of decorative tiles as attractive flooring throughout your office.

This is a question which should be considered seriously. When a young architect decided to build a dream office, the idea that tilting can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patterns in decorative tiles, however, you have no idea of the unusual affect that some of these patterns may have in office styling.

51. c

52. a

53. c

54. d

55. b

WRITTEN TEST

EMPLOYMENT ACQUISITION

III

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with employment acquisition to their correct definitions. Write the correct letter in the blank.

____ 1. Letter of application

____ 2. People who know you

____ 3. Evaluation of applicant

____ 4. Jobs listed in a publication

____ 5. Ad does not identify company

____ 6. Thank you for interview

____ 7. Listed experience, education, personal information

____ 8. Paid vacation

a. Wages

b. Fringe benefits

c. Résumé

d. References

e. Job lead

f. Cover letter

g. Application form

h. Help wanted ad

i. Blind ad

j. Classified ad

k. Employment agency

l. Employment wanted ad

m. Employment test

n. Follow-up letter

OBJECTIVE 2

List sources of job information. Fill in the blanks.

1. School placement

____

2. Has a classified section

____

3. Agency located jobs

____

4. Business firms

____

5. Teacher

____

OBJECTIVE 3

Interpret classified ads to obtain employment information. Translate the following.

1. Gen. Mang. nec. for natl. co., gd. sal., ref. req.

____

____

2. Sm. bus. needs asst. eve. mang., wkdys., typ. nec.

____

____

3. Hskpr. nec., M-F, ref. req., Hrly. sal., own trans.

____

____

OBJECTIVE 4

Describe the characteristics necessary for a résumé. Complete the following résumé with the appropriate wording.

____

____

____

November 20, 1991

Bookkeeper

Education

____

____

Barnes' Sweet

Shop

Personal

____

____

OBJECTIVE 5

Develop a cover letter for employment.

1. A cover letter should contain____________paragraph(s).
2. In the letter, you should request____________.
3. Address your letter to____________not to____________.
4. A cover letter is an ____________ to a perspective employer.

OBJECTIVE 6

Describe suitable appearance for a job interview. Write "T" for True in the blank before each true statement and an "F" for False in the blank before each false statement.

____ 1. It is acceptable to wear shoulder length hair.

____ 2. Business suits are required.

____ 3. Your clothes should be coordinated.

____ 4. You should buy new shoes.

____ 5. Personal appearance is very important.

OBJECTIVE 7 **List the steps in arranging a job interview by telephone.**

1. ____
2. ____
3. ____
4. ____
5.

OBJECTIVE 8 **List preparation necessary for a job interview.**

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

OBJECTIVE 9 **Organize a follow-up letter.**

1. Who should write a follow-up letter?

   ____

2. Why should a follow-up letter be written?

   ____

3. When should a follow-up letter be written?

   ____

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 10 **Complete a classified ad questionnaire.** SCORE ________

OBJECTIVE 11 **Complete a job application.** SCORE ________

OBJECTIVE 12	**Evaluate a telephone appointment for a job interview.**	SCORE _______
OBJECTIVE 13	**Participate in a mock job interview.**	SCORE _______
OBJECTIVE 14	**Complete an employment test.**	SCORE _______

WRITTEN TEST ANSWERS | EMPLOYMENT ACQUISITION | III

OBJECTIVE 1

1. f
2. d
3. m
4. j
5. i
6. n
7. c
8. b

OBJECTIVE 2

1. Counselor
2. Newspaper
3. Private or public employment agency
4. Personnel department
5. ICE Coordinator

OBJECTIVE 3

1. General manager necessary for national company, good salary, references required
2. Small business needs assistant evening manager weekday, typing required
3. Housekeeper necessary Monday and Friday, references required, hourly salary, own transportation

OBJECTIVE 4

Answers will vary. Students could use own wording as long as the format is correct. Refer to the sample résumé on the following page.

JOB SEEKER

HOME ADDRESS:

1729 Randall Street
Your Town, Oklahoma 73036
(405)262-1990

OBJECTIVE:

Cashier

EDUCATION:

Your High School
401 South Choctaw
Your Town, Oklahoma 73036
Graduate, May 1990
Educational transcript available upon request
Honors and Activities:

National Honor Society, Vocational Industrial Clubs of America, Two year letter, your sport, Academic All-American

EXPERIENCE:
2/89 to present

Yummy Steak House
Highway 84 and Wilma Road
Your Town, Oklahoma 73036
Part-time

Served customers' drink orders, took meal orders, operated cash register, kept inventory, stocked, restocked salad bar

9/88 to 1/89

Roger's Trophies
112 Miles Road
Texarkana, Texas 23145
Part-time

Assisted customers, produced trophies, signs, and plaques. Operated cash register and computer.

Reason for leaving: Father was transferred to Oklahoma

PERSONAL:

Interests include volleyball, swimming, skiing, and horseback riding

REFERENCES:

Available upon request.

OBJECTIVE 5

1. 3
2. An interview
3. A person not to whom it may concern
4. Introduction

OBJECTIVE 6

1. F
2. F
3. T
4. F
5. T

OBJECTIVE 7

Answer should include the following:

1. Plan what you are going to say and practice before you call
2. State your name and reason for calling
3. Ask for an interview
4. Set a day, time and place
5. Thank receptionist

OBJECTIVE 8

Answer should include the following:

1. Look nice
2. Go alone
3. Do not be late
4. Know the interviewer
5. Know the facts about the company
6. Answer questions clearly

OBJECTIVE 9

1. The student who had the interview.
2. It will let the employer know that you are interested in the job, and to say "thank you" for the interview.
3. As soon as the interview is over and before you know about the job, when possible.

OBJECTIVES 10-14

Refer to answers to Assignment Sheets 1 through 5.

OBJECTIVE SHEET

HUMAN RELATIONS

IV

INTRODUCTION

From the time you were born, you have had to deal with people, and as you go out into the world of work, your ability to get along with others on the job combined with your job skills will determine whether or not you will be a successful employee.

In order to get along with others, you must first understand yourself better and how you react to others in different situations. As you learn to evaluate yourself in relationships with peers, co-workers, teachers, family and acquaintances, you will develop human relations skills.

Why bother to learn the skill of human relations? For one thing, there are many more service organizations today; larger businesses require you to get along with co-workers, especially the boss. Years ago, walking behind a one-mule plow to till a field took much effort, but little involvement with others. Today, nearly 80% of management duties require human relations skills. Eighty-five percent of all jobs lost are due to inability to successfully interact with others. Over 50% of jobs will be in industries that provide services by the year 2000.

More important to you, if you are to attain your goals, you have to get along with others and respect their right to be treated equally, their right to have their own opinions and their right to be different. Your rights and freedom extend only to the point where they are not infringing on the rights of someone else.

PREREQUISITES

None

UNIT OBJECTIVE

After completing this unit, the students should be able to analyze and improve upon their personality and relationships with other people. The student should be able to list physical and emotional characteristics of personality, self-respect, problem solving skills, performances that show good attitudes, understand terms associated with human relations, identify methods to resolve conflicts with others and analyze their attitudes and determine their responsibility toward developing human relations skills with others they come into contact with. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with human relations.
2. Select from a list reasons for studying human relations.
3. List physical and emotional characteristics of personality.
4. Identify basic needs that influence lifestyles.
5. Identify characteristics of attitude and the effects on behavior.
6. List problem solving steps and decision making skills.
7. Identify coping skills used to deal with different types of problems.
8. Identify employee responsibility toward employer, co-workers, and customers.
9. Identify ways an employee can get along with co-workers, employers, and customers.
10. Evaluate the need for good study habits and pride in work, at school, and on the job.
11. List the benefits of setting goals and how goals affect individual growth.
12. Unscramble terminology used in human relations. (Assignment Sheet 1)
13. Determine values scale and attitudes. (Assignment Sheet 2)
14. Analyze grooming habits and physical characteristics. (Assignment Sheet 3)
15. Chart goals. (Assignment Sheet 4)
16. Plan a self-improvement program. (Assignment Sheet 5)
17. Discover adjustment mechanisms. (Assignment Sheet 6)

18. Recognize levels of human needs. (Assignment Sheet 7)

19. Determine solutions to problems. (Assignment Sheet 8)

20. Interpret how to reasonably disagree. (Assignment Sheet 9)

21. Evaluate how to get along with others. (Assignment Sheet 10)

22. Explain how to solve everyday human relation problems. (Assignment Sheet 11)

23. Discuss responsibilities toward a job. (Assignment Sheet 12)

SUGGESTED ACTIVITIES

HUMAN RELATIONS

IV

PREPARATION

- Order materials to supplement unit.
- Films, videotapes, and other media
- Guest Speakers
  - Ask an employer from a local business to speak on the topic of human relations skills in the work place.
  - Ask a personnel officer from a larger company to come in and talk about employee responsibilities.
  - Ask a motivational speaker from the Toastmasters Club or similar organization to come in and speak about positive attitudes.

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.
- Collect articles from Reader's Digest pertaining to human relations skills.
- Collect newspaper articles pertaining to positive thinking and problem solving skills for the students to analyze.
- Make transparencies.

  NOTE: Tell students where to seek help. Let them know about options. Make a list of helping agencies in your area.

DELIVERY

Objective 1

Human relations as a teaching unit is intended to help the student better understand self and others. Unlike most instructional units, it can never be totally completed because attitudes go on and on and change frequently nor can effectiveness be accurately tested. For example: teaching about honesty and testing the definition does not necessarily mean every one of the students will be honest.

Each day human relations concepts must be reinforced in the classroom. Most importantly, the instructor must be a model for the student.

- Discuss unit and specific objectives and information sheet. Stress the importance of human relations training. Use examples of people being fired for poor human relations skills, people receiving promotions and raises for good human relations skills, and the importance of being a productive and cooperative employee, particularly as increased minimum wage laws cause many employers to question the hiring of students.
- Use Handout 1—Human Relations Crossword Puzzle.
- Show the movie, *Your Job: Fitting In*.

Objective 2

- Show one of the following movies:
  - *Making the Most of Yourself*—Bill is willing to take additional training, adjust his schedule as needed, and fulfill his commitment when hired. Bobby is not. The host asks which of them is more likely to get ahead. Lee and Mr. Shuford dramatize how body language, choice of words, and tone of voice are important to effective communication. 1/2" video, color, 14 min., 1983, AITE.
  - *The Front Desk*—The film dramatizes the importance of proper guest relations at the front desk in a variety of challenging situations. It compares the performance of an efficient, courteous desk clerk with a poorly trained one. 16mm, color, 08 min., 1972, NEM.
- Give the students examples of incidents employers have related to you based on experience.
- Use Handout 2—Human Relations Guidelines.

Objective 3

- Tell students the importance of understanding their own total personality and why it is important for them to be able to evaluate themselves.
- Have a guest speaker from a local clothing store discuss the topic of good grooming techniques.
- Plan a style show for the school organized by students.
- Have a counselor discuss the topic of emotions and feelings.
- Use Handouts 3 and 4, and Transparency 1.

- Have students act out different feelings. You may have them written on slips of paper which they draw out of a sack, or you may assign them a specific feeling with no time to prepare. The feelings can be anything: angry, happy, worried, contented, frustrated, jealous, envious, irritated, peaceful, etc. It must be acted out in gesture only—no verbal communication.

- Show one or more of the following movies.

  - *How Do You Look When It Counts* —This film emphasizes the fact that the waitress or waiter is the personal contact between a restaurant and its guests; therefore, his or her appearance is of utmost importance. Hospitality, efficiency and cleanliness are discussed. 16mm, color, 08 min., 1969, NEM.

  - *Your Personal Appearance*—Stresses the importance of proper dress habits to make a good first impression. Shows how to dress appropriately considering the time, place, and business transaction. 16mm, color, 29 min., 1973, KARO.

  - *Personal Grooming & Hygiene*—Illustrates the most important hygiene and grooming principles such as bathing, teeth care, hair and nail care, use of deodorants, and dress. 16mm, color, 15 min., 1982, NEM.

  - *Managing Your Emotions*—People discover how to recognize and deal with such emotions as fear, love, and rage. Gives an introduction to the concepts of conditioning, relearning, and modeling of self-defeating responses. 16mm, color, 11 min., 1971, CORO.

  - *Rosey Grier: Courage To Be Me*—Rosey Grier overcame shyness, rejection, and failures with the attitude that "it's your life - you can be the person you really want to be." 16mm, color, 23 min., 1978, CHUR.

  - *Climb*—Two men convey their thoughts on independence, struggling, living, and importance of goal-setting and achievement while rock climbing. They achieve their goal by reaching the top of the mountain.

  - *Some Call It Luck*—A comparison of two friends: Their approaches to success and how one fails and one succeeds. Demonstrates the slow and careful process of building a successful farming operation. 16mm, color.

Objective 4

- Explain Maslow's Hierarchy of Needs using the transparency master 2.
- Use Handout 5 and Transparencies 2 and 3.
- Show one or more movies and have students write a brief summary applying the concepts of basic needs.
  - *Johnny Lingo*—Filmed in Hawaii, this film portrays a Polynesian love story that shows how a person is affected by his feelings of self-worth and how others can influence these feelings. 16mm, color, 24 min., 1969, BYU.
  - *Looking at Tomorrow*—After an opening song and visual montage of girls in the process of "becoming," the narrator's remarks lead a documentary treatment of seven young women at their jobs. The jobs, including that of the narrator, are lawyer/congresswoman, bricklayer, violin maker, telephone frameperson, employment representative, self-employed business woman/artist, air traffic controller, and animal nutritionist. The treatment of each career explores the concepts of individual choice, preparation, and reward. 16mm, color, 16 min., 1977, CHUR.
  - *Change*—This film show young adults how to deal with change and how to see it as an exciting opportunity. 16mm, color, 21 min., 1985, BARR.

Objective 5

- Use Handout 6, 7, and 8.
- Show one or more movies to emphasize the characteristics of attitude:
  - *BIAS: A Four-Lettered Word*—The film questions the rationality of our society. It shows our so-called civilized way not only accepts but encourages conditions that nourish self-prejudice, snap judgments of people, and tendencies to stereotype on basis of appearance and occupation, as well as conflicts such as male vs. female (vice versa), old vs. young, and tall women vs. short men. 16mm, color, 22 min., 1977, MALI.

- *Just a Little Bit More Positive*—Leans toward positive thinking and if you want to win bad enough you can, even if it means winning by the length of your nose or stretch of the neck. Bob Richards speaks of winning by the Olympic games as an example. 16mm, color, 30 min., 1978, CHAT.

- *Women's Prejudice Film*—Discusses the many prejudices both men and women share dealing in the work field. 16mm, color, 18 min., 1974, BARR.

- *Practical Planning*—Mary learns to plan ahead to prevent babysitting emergencies from making her late. Connie helps Lucy understand why others resent her behavior on the job and helps her plan how to do better. 1/2" video, color, 14 min., 1983, AITE.

- *Your Job: You & Your Boss*—This film shows what bosses can expect of employees, how employees' attitudes toward authority in general tend to affect their attitudes toward their bosses, and questions answered by bosses and experienced workers. 16mm, color, 15 min., 1969, CORO.

Objective 6

- Tell students the advantages of learning to solve problems using the problem solving method.

- Divide the class into groups and present each group with a different problem and have each group come up with solutions to the problems you have given them.

- Show one or more of the following films:

  - *Your Job: Getting Ahead*—This film shows choosing a job from which advancement is possible, picking an area in which to advance, knowing when to keep a job or change jobs, and planning for additional education.

  - *Decision Making*—The "hows" and "whys" of decision-making techniques are explored through typical on-the-job situations and informative discussions. Formula: determine that a problem exists, isolate it, analyze it, diagnose it, consider the human factors, determine alternatives, evaluate, and act. 16mm, color, 28 min., 1976, NAVC.

- Use Handout 9 and Transparency 4.

Objective 7

- Explain the different types of defense mechanisms that people can use to cope with problems. Make sure they understand that these are not the only defense mechanisms, but they are some of the common ones people use.

- Use transparency 5.

- Use Handout 10.

- Blind fold different students and have the other students act as their eyes to guide them around the room giving them oral directions only. After five minutes, switch roles so each student will "feel" what it is like to be handicapped and have to cope with a major problem. After this experience, discuss how it feels and what types of problems handicapped individuals have to overcome.

- Show one or more of the following movies:

  - *There is Genius in the Average Man*—Bob Richards discusses how to produce above-average capabilities and how to use 95 percent of the capabilities that are never touched by the average man. 16mm, color, 30 min., 1978, CHAT.

  - *Say That One More Time*—In two versions of Jane's first day, Connie shows her how to use the copy machine. When Jane asks and answers questions, pays attention, takes notes, and works the machine while Connie is there, she learns. Paula demonstrates poor and good telephone communication skills. 1/2" video, color, 14 min., 1983, AITE.

  - *The Mailbox*—This film shows the importance of maintaining communication with elderly parents and grandparents. 16mm, color, 24 min., 1982, BYU.

  - *John Baker's Last Race*—John Baker is dying. Because of his athletic experience as a track star, he starts a girls' track team in AAU competition to give them the feeling of victory. As his end nears, John maintains hope and faith through his goals. 16mm, color, 30 min., 1976, BYU.

Objective 8

- Invite guest speakers from the business community leaders.

- Use Handout 11.

- Students can visit businesses in the community and observe and listen to the way the employees talk to each other, talk to customers and talk to their supervisors. They could write a report on what they observed.

- Show one or more of the following movies:

  - *Keeping Your Job Is Work*—Emphasizes the importance of meeting the responsibilities of a job. Presents a series of job situations pointing out the responsibilities of an employee. 16mm, color, 12 min., 1972, DASH.

  - *Courtesy: The Inside Story*—Cleverly dramatizes typical complaints made by food service workers about the guests they serve. By teaching your employees a strong sense of self-awareness, this film enables them to handle difficult situations courteously. 16mm, color, 09 min., 1969, NEM.

  - *Your Job: Good Work Habits*—This film illustrates how good habits affect the amount and quality of work; how good habits can mean safety and satisfaction in work; the importance of planning and concentration; the importance of working steadily, carefully, and accurately; and the importance of being pleasant and friendly. 16mm, color, 13 min., 1969, CORO.

  - *You Pack Your Own Chute*—An inspirational and motivational film starring Dr. Eden Ryl. Inspires people to greater responsibility, new self-awareness, and higher levels of achievement.

  - *Telephone Manners*—Teaches the basic training needed by everyone who uses the telephone. Dramatically and unforgettably teaches phone courtesy in ten information-packed minutes, with an impact that motivates and with practical tips anyone can master. 16mm, color, 10 min., 1974, NEM.

Objective 9

- Use Handout 12. Handout 8 may also be used with Objective 9.

- Show one or more of the following movies:

- *Handling Complaints*—Covers step-by-step procedures for handling customer complaints. Illustrates some basic principles that equip anyone to cope with customers complaints and to handle any situation cheerfully and graciously. 16mm, color, 10 min., 1975, NEM.

- *Basic Job Skills: Dealing With Customers*—This film explains why knowing your product and understanding your customer's needs are the key factors in dealing with customers. 16mm, color, 09 min, 1975, CORO.

- *Something To Work For*—Stresses setting high standards, communicating clearly, and giving encouragement and support to subordinates. 16mm, color, 30 min., 1973, ROUN.

- *The Correct Way of Correcting*—In an old western setting, this film makes a point of showing the supervisor the correct way of correcting an employee. 16mm, color, 30 min, 1981, ROUN.

- *Courtesy: Food Service Is People Service*—This film displays the technique of "role playing" by letting the servers see themselves in the position of the guest, thus enabling them to relate more courteously to the customer. 16mm, color, 09 min., 1970, NEM.

- *Is It Always Right To Be Right?*—An award-winning animated film that is excellent for human relations studies. Narrated by Orson Welles. Eye opener on community involvement, perception, conflict, and communication. 16mm, color, 08 min., 1975, ROUN.

Objective 10

- Tell the students about the relationship between their school habits and their work habits. They overlap and one will carry through into the other.

- Stress that habits can be changed if they have been identified as bad habits.

- Use the transparency masters 6 and 7, "Hierarchy of Job Related Needs" and "Building Blocks of Success."

- Use Handout 13.

- Show one of the following movies:

- *Team Building*—Shows how one company learned to work together to improve company efficiency as a whole. Stresses the importance of divisional goals, roles, and procedures, and their integration to produce a more efficient company. 16mm, color, 25 min., 1983, MCGR.
- *I'm Here to Work*—Now What?—This program deals with policies (rules and regulations or guiding principles) and with procedures (set ways of doing things). Susan and Lee violate some policies and procedures common to most companies, and viewers see the results. 1/2" video, color, 12 min., 1983, AITE.
- *Making It In the World of Work*— This film guides the student toward an awareness of the importance of lifestyle goals in career decision making. Contains frank discussions with young workers in nine different occupations. 16mm, color, 26 min., 1972, FAIR.

Objective 11

- Illustrate to the students on the chalkboard or overhead projector how to get from one point to another on the map, to illustrate setting a goal. Show how the route can be changed to take in other sights, but the goal remains the same. Relate that to goals we set in everyday life.
- Have students keep daily logs of progress they are making toward reaching a goal they have set for themselves.
- Have the students follow a specific issue in the newspaper which illustrates a goal that someone has set or group of people have set and read about the progress on a weekly basis.
- Students can interview individuals in their community who have set goals and achieved those goals.
- Use Handout 14.
- Show one or more of the following films:
  - *The Miracle Man*—One man's courageous victory over total paralysis is the story used to help people overcome problems and obstacles in their own lives. A 1981 plane crash left Morris Goodman a human vegetable - unable to speak, eat, walk, or even breathe on his own. But through positive thinking and motivation, he shocked his own doctors and made medical history by bravely beating the odds. VHS, color, 30 min., AMI.

- *The Best Is Yet To Be*—Demonstrates through the use of five Olympic champions how to set a goal, go for it, and win. Start a mental program and achieve what you set out for and never give up. Interviews with such Olympic winners as Bruce Jenner and Nadia Commanechi. 16mm, color, 30 min., 1987, CHAT.
- *Ten for Gold* - Bruce Jenner explains to people how to achieve victory in anything they do. This motivational film shows the determination and dedication needed to win. 16mm, color, 28 min., 1979, CHAT.
- *Emmett Smith Story*—Good film on goal setting and achievement. Story of a coach with a brain tumor and a student confined to a wheelchair who overcome their weaknesses through hard work and determination. 16mm, color, 24 min., 1981, BYU.
- *A Different Drum*—Featuring an all Indian cast, this story of a boy whose ambitions and goals to become an auto mechanic contradict his family's desire for him to attend college. 16mm, color, 21 min., 1982, BYU.

APPLICATION

Objectives 12 through 23.

- Use Assignment Sheets 1 through 12.
- Use Activity Sheet 1.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.

- Reteach and retest if necessary.
- Complete necessary section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Your Job: Fitting In*
- *Making the Most of Yourself*
- *The Front Desk*
- *How Do You Look When It Counts*
- *Your Personal Appearance*
- *Personal Grooming and Hygiene*
- *Managing Your Emotions*
- *Rosey Grier: Courage to be Me*
- *Climb*
- *Some Call It Luck*
- *Johnny Lingo*
- *Looking At Tomorrow*
- *Change*
- *Bias: A Four-Letter Word*
- *Just A Little Bit More Positive*
- *Women's Prejudice Film*
- *Practical Planning*
- *Your Job: You and Your Boss*
- *Your Job: Getting Ahead*
- *Decision Making*
- *There is Genius In The Average Man*

- *Say That One More Time*
- *The Mailbox*
- *John Baker's Last Race*
- *Keeping Your Job Is Work*
- *Your Job: Good Work Habits*
- *Courtesy: The Inside Story*
- *You Pack Your Own Chute*
- *Telephone Manners*
- *Handling Complaints*
- *Basic Job Skills: Dealing With Customers*
- *Something To Work For*
- *The Correct Way of Correcting*
- *Courtesy: Food Service is People Service*
- *Is It Always Right to Be Right?*
- *Team Building*
- *I'm Here to Worké Now What?*
- *Making It in the World of Work*
- *The Miracle Man*
- *The Best Is Yet To Be*
- *Ten for Gold*
- *A Different Drum*
- *Emmett Smith Story*

NOTE: These films are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these films from the Media Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74070. (1-800-522-5810). Out-of-state teachers will need to check with their local media centers.

Literature

- *See You At the Top*, The Zig Ziglar Corporation, Copyright 1977, 3330 Earhart Suite 204, Carrollton, Texas 75006.

UNIT REFERENCES

- *Personal Development*—IDECC (Interstate Distributive Education Curriculum) Ohio State University, 1980.
- *Successful Human Relations*—Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma, 1988.
- *Succeeding in the World of Work*—Grady Kimbrell & Ben S. Vineyard, Glencoe Publishing Co. Encino, California, 1986.
- "Human Relations," *Supervisor's Safety Manual* pg 29-47, National Safety Council, Chicago, Illinois, 1985.
- "Developing Human Resources," *Personnel Management*, H.J. Chruden & A.W. Sherman, Jr., South-Western Publishing Co. Cincinnati, Ohio, 1980.

ADDITIONAL RESOURCES

- Software that specifically addresses human relations skills, and includes self paced questions and answers.
- Filmstrips with cassettes that portray human relations situations.
- Videos that present various aspects of human relations.

The above materials can be obtained from instructional material catalogs by contacting the following companies to name a few:

Sunburst Communications
101 Castleton Street
Pleansantville, New York 10570-9971

DRW Educational Systems
P.O. Box 2941
Costa Mesa, California

Cambridge Video
One Players Club Drive, Dept. CVI6
Charleston, West Virginia 25311

The Rosen Publishing Group, Inc.
29 East 21st Street
New York, New York 10010

Career Aids
20417 Nordhoff St. Dept. F4
Chatsworth, California 91311

PRETEST ANSWERS

HUMAN RELATIONS IV

OBJECTIVE 1

1. a
2. d
3. c
4. c
5. b

OBJECTIVE 2

1, 3, 4, 7

OBJECTIVE 3

Physical	Emotional
1. Body structure	1. Behavior
2. Body appearance	2. Feelings
3. Self-image	3. Values
4. Self-confidence	4. Attitudes
	5. Religious beliefs

OBJECTIVE 4

1. Physiological—food, water, air, shelter, clothing, sex, sleep, and physical survival
2. Safety and security—free from injury; Life insurance, job security
3. Attention needs—social acceptance and belonging to a group, social activity, peer acceptance, or being a member of a specific group or member of a team
4. Esteem and self-respect—positive feed back that a person gets from others, feeling good about oneself, being proud of a job well done, satisfaction in what has been accomplished, ego
5. Self-actualization—self sufficiency, feeling of relevance, the vitality of having achieved one's goal, exhilaration of success, feeling a sense of completion and reaching the peak of perfection when you do the very best.

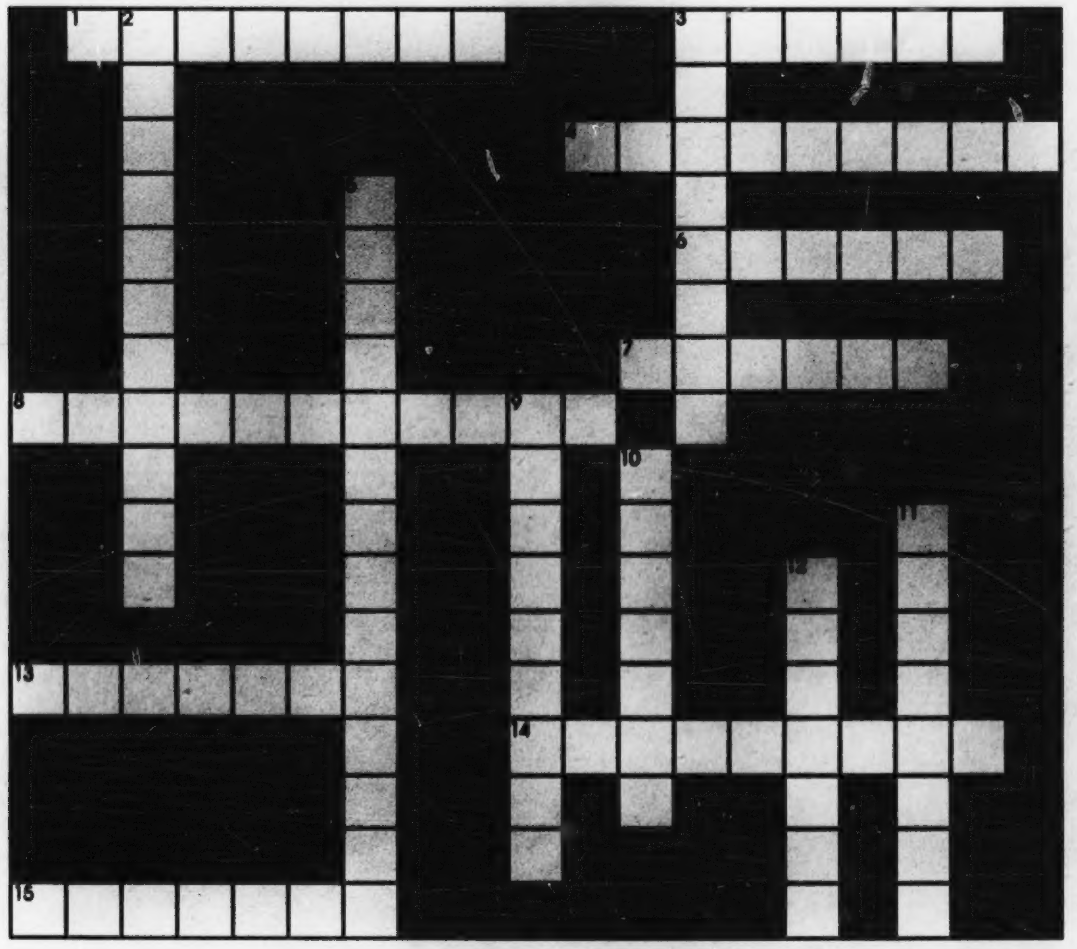
OBJECTIVE 5	1. a
	2. c
OBJECTIVE 6	1. Recognize problem
	2. Get the facts
	3. Weigh the facts
	4. Set goals and/or objectives
	5. Make a decision with several possible solutions
	6. Take action
	7. Do follow-up on decision to make sure it is working
OBJECTIVE 7	1. c
	2. d
OBJECTIVE 8	1. b
	2. d
OBJECTIVE 9	1. d
	2. a
	3. a
OBJECTIVE 10	1. c
	2. c
OBJECTIVE 11	1. Give direction and purpose to action
	2. Let a person know when success is achieved
	3. Help bring about desired conditions
	4. Create self-confidence
OBJECTIVES 12-23	Refer to answers to Assignment Sheets 1 through 12.

ACROSS

1. Knack for learning skills
3. Feeling prevailing in department facility
4. Person in power
6. Ideas, relationships that matter
7. Describes groups with similar customs
8. How people feel about themselves
13. Recognizing worth
14. Activities person enjoys doing
15. Making progress toward goal

DOWN

2. All characteristics that make up a person
3. Stimulate interest
5. Getting along with people
9. Pre-formed ideas not based on fact
10. Skill that has been developed
11. Feeling or emotion
12. One way used to cope with difficulties

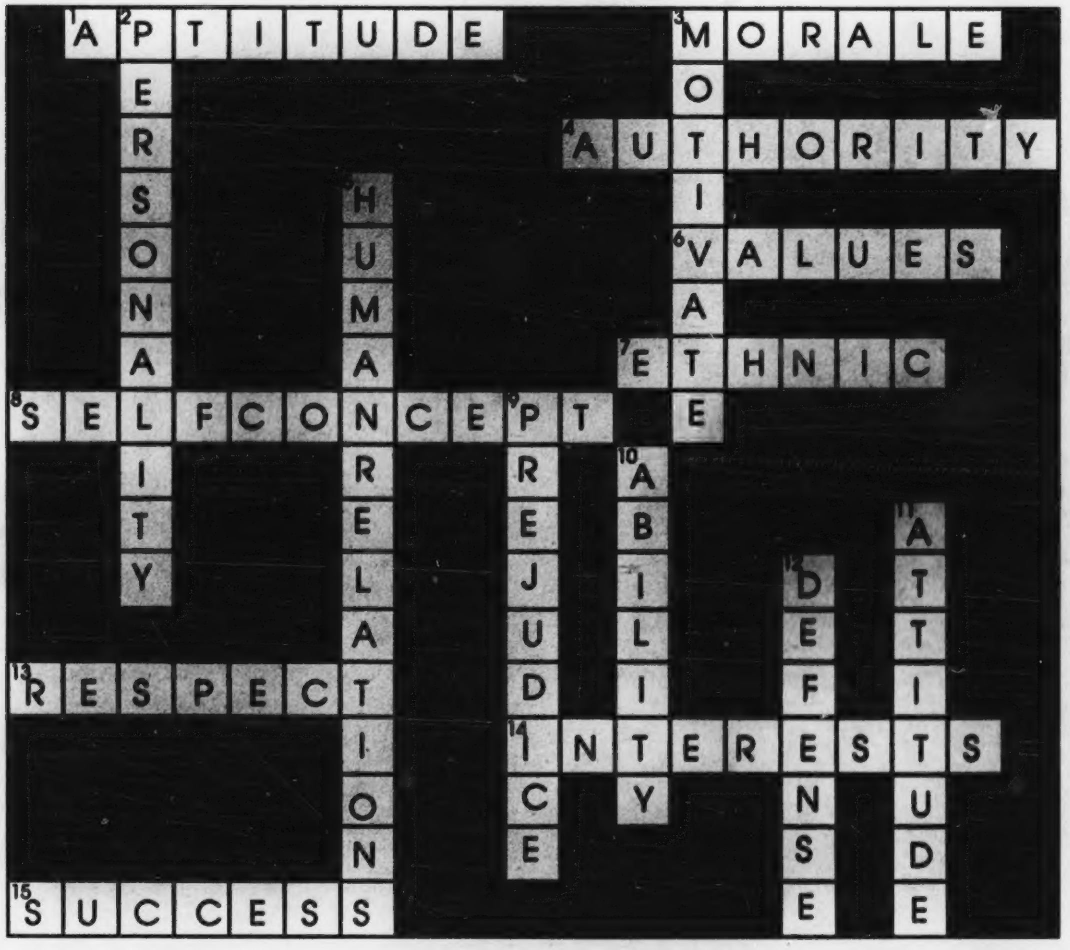


ACROSS

1. aptitude
3. morale
4. authority
6. values
7. ethnic
8. self-concept
13. respect
14. interests
15. success

DOWN

2. personality
3. motivate
5. human relations
9. prejudice
10. ability
11. attitude
12. defense


1 APTITUDE
2 PERSONALITY
3 MORALE
3 MOTIVATE
4 AUTHORITY
5 HUMANRELATIONS
6 VALUES
7 ETHNIC
8 SELFCONCEPT
9 PREJUDICE
10 ABILITY
11 ATTITUDE
12 DEFENSE
13 RESPECT
14 INTERESTS
15 SUCCESS

HUMAN RELATIONS GUIDELINES

We are not alone on this earth. How rich and full our lives become depends upon our ability to relate to those around us. Below are listed some guidelines for better human relations. Think about them.

1. Learn to understand and like yourself.

2. You will always have problems—learn to cope—make better decisions.

3. Be aware that others have problems too.

4. Help where you can; encourage where you can't help.

5. Be honest, especially with yourself.

7. Be optimistic; it's all in how you look at things.

8. Never argue. Your silence will be more convincing than confrontation.

9. If you are wrong, say so. We learn and grow by our mistakes.

10. Be as dependable as you want others to be for you.

11. Forget excuses; reasons may be acceptable, especially as a basis for change.

12. A smile costs nothing, creates interest, and yields great returns.

SELF-EVALUATION

DIRECTIONS

Evaluate your feeling about yourself. Be honest, this is not what you think you should feel, but what you *do* feel. Use the following to evaluate each question:

A = always
U = usually
S = sometimes
N = never

___ 1. I do not criticize my family and friends.

___ 2. I am a good loser.

___ 3. I am honest with myself and others.

___ 4. I like to be alone.

___ 5. Others opinions do not hurt me.

___ 6. I freely express my own opinion.

___ 7. I feel I am as good as everyone else.

___ 8. I like lots of attention.

___ 9. I am a modest winner.

___ 10. I feel guilty.

___ 11. I try to prove I am as good or better than others.

___ 12. I like myself.

___ 13. I can accept compliments without being embarrassed.

___ 14. I feel I must defend my opinion.

___ 15. I brag about myself.

___ 16. I chose friends who agree with me.

___ 17. I am willing to admit mistakes.

___ 18. I use excuses.

___ 19. I am friendly and confident around strangers.

___ 20. I can take criticism.

HOW DO YOU FEEL ABOUT YOURSELF?

PART I

INTRODUCTION

Take a look at yourself. How you look reveals much of how you feel about yourself. It will also create the first impression people have of you. You must make the most of what you have. Though you must live with your bone structure, coloring, height, and other physical characteristics, you can do much to create the appearance you wish. First, accept yourself. Second, remember a smile is a universal language.

The following asks you to take a look at yourself. Place a check in the category that best fits your thinking. Be prepared to explain "how" if you choose "can be changed."

Characteristic	Must be accepted	Can be changed
1. Height	________	________
2. Bone structure	________	________
3. Weight	________	________
4. Skin coloring	________	________
5. Hair coloring	________	________
6. Eyes	________	________
7. Hands	________	________
8. Nails	________	________
9. Feet	________	________
10. Teeth	________	________

Explain your responses in the second column:

PART II

INTRODUCTION

Emotions are your feelings. While you may be able to hide your feelings, they do determine your attitudes and behavior. Attitudes present the front people see and behavior is the action that results from feelings and attitudes.

People learn to hide their feelings because they are so vulnerable to hurt. In order to protect them we hide them from the world, and we develop attitudes for the benefit of the observer. How many times have you smiled or blustered aggressively to hide the hurt inside? How many people do you know whom you called phoney? Is it because they have assumed a front in order to hide their anger? insecurity? need to be loved? If you have had to do the same you can understand that, though they do not communicate the problem, you can at least be aware there is a problem and thus have more compassion toward them.

In the following examine your own feelings.

A = always O = occasionally
U = usually R = rarely

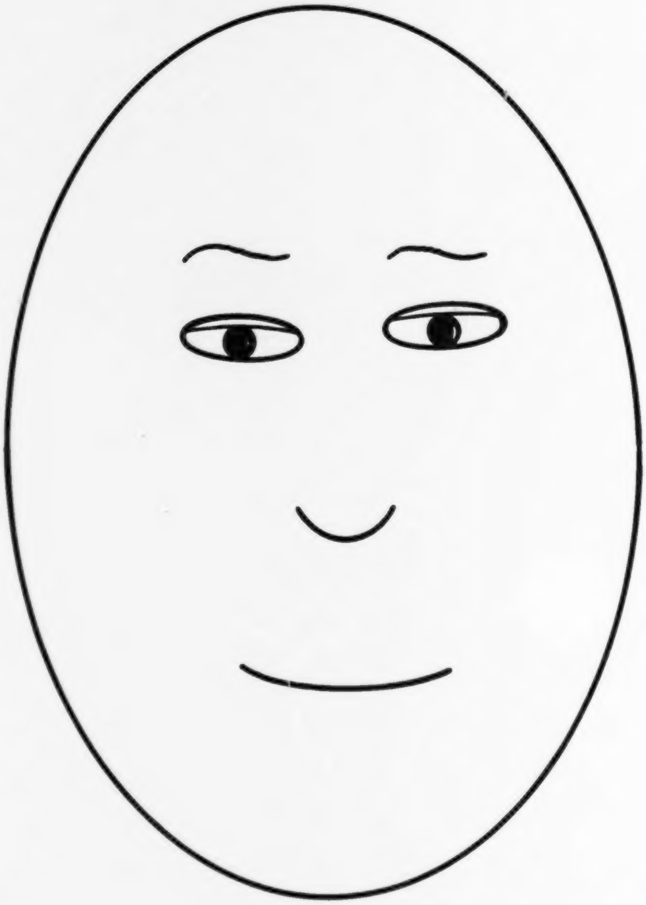
____happy
____moody
____loving
____sensitive
____angry
____indifferent
____caring
____frightened
____insecure
____agreeable
____satisfied with self
____satisfied with others
____unfriendly

____ secure
____ tense
____ irritable
____ sad
____ unhappy
____ dissatisfied with self
____ hurt by what others say or do
____ pleased
____ resentful
____ annoyed
____ joyful
____ worshipful
____ disagreeable

LOOKING IN A MIRROR OF OURSELVES

DIRECTIONS

Inside the head write words that describe how you see yourself. Outside the head write words that describe how you think others see you.



HANDOUT 6 **HUMAN RELATIONS** **IV**

I LIKE MYSELF BECAUSE I AM...

DIRECTIONS Circle the words that describe you.

PART I

- friendly
- healthy
- assertive
- good at communicating
- ambitious
- diligent
- grateful
- taking action
- interest in my job
- generous
- open-minded
- happy
- resourceful
- proud
- gifted
- considerate
- mature
- gracious
- content

- courteous
- well-groomed
- energetic
- concerned with others
- organized
- sensitive
- expressive
- self-confident
- aware of limitations
- caring
- loving of others
- soft-spoken
- quiet
- hopeful
- eager
- sincere
- attentive
- humble
- loyal

- honest
- persistent
- enthusiastic
- committed to self-improvement
- self-motivated
- creative
- agreeable
- persuasive
- in control of emotion
- supportive
- warm
- forgiving
- witty
- tolerant
- patient
- cheerful
- discerning
- thorough
- thrifty

- attractive
- optimistic
- understanding
- striving for excellence
- a good manager
- orderly
- dependable
- interested in school
- good at speaking before groups
- calm
- sweet
- fair
- intelligent
- peaceful
- gentle
- decisive
- punctual
- wise
- well-dressed

Used with permission of Mark ED., Columbus, Ohio.

My major strengths are:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________

DYADIC ENCOUNTER

A dyadic encounter is an experience of actually listening to another person's feelings as well as words. You can learn a lot about other people and about yourself by answering the following probing questions.

Divide into groups of two. Decide which person in the pair will go first and who will go second. Read statement number one silently together. The first person then completes the statement aloud to the second person. The second person responds with "What I hear you saying is ..." and repeats briefly in their own words what the first person said. Then reverse the situation with the same question. The second person should respond to the question and the first person repeats what was said. Do the same thing with each question. You may say "I pass" if the response is too personal to share aloud. It is important to respond truthfully and not the way you think your partner expects you to respond.

Do not try to answer all the probing questions in one day. It will probably take two to four hours to respond well to all statements. However, this could be a most rewarding time if taken seriously.

1. I am proud when...
2. I give gifts that are...
3. I think school is...
4. I handle money...
5. My family...
6. Something I learned recently is...
7. I have thought a lot about...
8. It was hard to do, but I...
9. It was hard to do, but I did not...
10. We have a tradition or custom in my family of...

11. Older people...

12. I was glad I spoke up about...

13. My strongest point is...

14. I would be willing to die for...

15. I would fight for...

16. I would argue for...

17. A turning point in my life was...

18. The lowest I have ever felt was...

19. I was sad when...

20. A high point in my life was...

21. An experience I would like to have...

22. Something I have not come to a definite stand on is...

23. I missed an opportunity when...

24. One of the happiest times of my life was when...

25. If I were twenty years older...

26. If I could start all over again...

27. My bluest days are...

28. I am best at...

29. My feelings get hurt when...

30. I am afraid of...

31. The people I work closest with are...

32. My boss is...

33. My teacher is...

34. I get mad when...

35. People who expect a lot from me make me feel...

36. I am different from most people in that I...

37. I wish I had kept quiet about...

38. I made a...

39. I made a good purchase on...

40. I helped my family...

41. I helped someone outside my immediate family...

42. I try to be an example to younger children by...

43. If I had a million dollars I would...

44. If I had the powers of Superman or Superwoman...

45. My children will never have to...

46. If I were President of the United States...

47. Many people do not agree with me about...

48. In school I do best when...

49. On the job I do best when...

50. What I want most in life is...

51. When my feelings are hurt, I react by...

52. I have a problem dealing with...

53. People think I...

54. I do not like...

55. A fat person...

56. I feel loved when...

57. I trust those who...

58. When someone meets me for the first time, they...

59. I need to improve in...

60. I used to be...

61. If I could have two perfect days they would be...

NOTE: Describe in detail the feelings, setting, smells, taste, and people involved.

62. When I think about the future, I see myself...

63. When I enter a room full of people I usually feel...

64. When I have something to say...

65. I am happiest when...

66. Nothing is so frustrating as...

67. When I am rejected I usually...

68. To, me belonging is...

69. The thing that turns me off the most is...

70. When I am alone I usually...

71. It is fun to...

72. When I let go...

73. People think of me as...

74. In crowds I...

75. In a group I usually get most involved when...

76. I am rebellious when...

77. A frequent daydream I have is about...

78. The thing I like best about you is...

79. You are...

80. Right now this experience is making me feel...

81. I believe in...

HOW PREJUDICED ARE YOU?

Stereotypes are a form of prejudice. First impressions are frequently based on stereotyping; for example, complete each of the following sentences with stereotypes you *have heard*—not necessarily your own opinion.

A thin studious man with glasses is...

A frilly blonde is...

A macho athlete is...

A long-haired, sloppy young man is...

An older woman with too much makeup is...

A 30-year old woman with glasses, severe hairdo, dowdy clothes is...

All Chinese are...

All Indians are...

All Blacks are...

All Whites are...

All young people are...

All old people are...

All Catholics are...

All Protestants are...

All Jews are...

All Japanese are...

All Russians are...

Look back over your list. Would your own impressions be a fairer assessment of people you have come to know better?

PROBLEM SOLVING

This handout presents a problem and works through its solution using the steps to problem solving found in the Information Sheet.

THE PROBLEM

Your parents are in their late 60's and both are in very poor health. Your father is confined to a wheel chair with severe arthritis. Your mother has emphysema and needs oxygen most of the time. They are still in their own home but, now your mother has injured her back and must be hospitalized. The doctor says she will need long term care after she is released from the hospital.

You live in another state, and your parents do not want to leave their home area to come live with you. You have two brothers. One is always in and out of trouble and cannot take care of himself much less accept any responsibility for your parents. Your other brother is already showing signs of developing arthritis and is straining to keep up with the needs of his wife and four children. He may be able to help financially, but cannot keep your parents in his home. You are financially comfortable.

Your parents own their home. Your father has a good pension and Social Security; they have some investments.

A. **Recognize the problem:** Your parents can no longer care for themselves.

B. **Get the facts:**

1. They cannot live with you or your brothers.
2. There is enough money to care for them.
3. They prefer to stay in their own home.
4. Private nurses and household help are available in their area.
5. There are several nursing homes in their area.

C. **Weigh the facts:**

1. You do not live close enough to supervise the nurses and household help that your parents would need to stay at home.

2. You have heard there is a lot of turnover in household help and private nurses and you see this as a problem.

3. Nursing homes do not always give good care to their patients; however, you have learned of an excellent nursing home in your parents' area.

D. **Determine the objective:** To provide the best possible care for your parents and to keep them happy.

E. **Make a decision:** You decide that the good nursing home is the best alternative because neither of your brothers will supervise home care and you live too far away to do it yourself. You hope that your parents will accept the necessity of moving to the nursing home.

F. **Take action:**

1. Discuss the situation with your parents. They agree that this is the best choice under the circumstances.

2. Make arrangements with the nursing home.

3. Help your parents pack the things they need.

4. Transport them to the nursing home and settle them in their rooms.

G. **Check results:**

1. Keep close touch with your parents by telephone to make sure they are getting good care.

2. Monitor their care yourself when you visit.

CAN YOU DECIDE FOR YOURSELF?

Which of the following can you decide for yourself?

	Yes	No	Who Does?
1. what to wear	____	____	____
2. when to eat	____	____	____
3. what to have for breakfast	____	____	____
4. what to do after school	____	____	____
5. what movies to see	____	____	____
6. what to watch on TV	____	____	____
7. what books to read	____	____	____
8. what to buy for gifts	____	____	____
9. how to spend your spare time	____	____	____
10. pick your friends	____	____	____
11. when to go to school	____	____	____
12. the teachers	____	____	____
13. the textbooks used in class	____	____	____
14. speed limits	____	____	____
15. drive a car	____	____	____
16. buy a car	____	____	____
17. stay out late	____	____	____
18. go on a trip	____	____	____
19. play loud music	____	____	____
20. courses to take	____	____	____

21. length of class period ____ ____ ____

22. what acts are illegal ____ ____ ____

CHECKING-UP

Rate yourself in handling responsibility in the workplace.

Human Relations Skills	Above Average	Average	Below Average
Punctual	____	____	____
Reliable	____	____	____
Listen to others	____	____	____
Understand others	____	____	____
Considerate of others	____	____	____
Interested in others	____	____	____
Cooperative with others	____	____	____
Positive in criticism	____	____	____
Admit when wrong	____	____	____
Avoid arguments	____	____	____
Friendly	____	____	____
Dress neatly	____	____	____
Polite	____	____	____

WAYS TO AVERT CONFLICT

1. Show respect for the rights of the other person; do not infringe upon their rights.
2. Accept the other person for what she or he is; show respect for their individuality.
3. Treat the other person as you would like to be treated.
4. Listen attentively to what the other person has to say.
5. Carefully observe the behavior of the other person; pay particular attention to nonverbal signals (facial expression, postures, gestures, eye contact, personal appearance). Notice whether or not these signals tend to agree with what the person is saying.
6. Be sensitive to the emotions of the other person.
7. Analyze the words, actions, and emotions of the other person.
8. Ask relevant questions when clarification or additional information is needed.
9. Speak in a friendly manner; try to make the other person feel at ease.
10. Show your interest in the other person by using appropriate facial expressions, gestures, eye contact, etc.
11. Share similar situations and events from your own experience.
12. Express your own thoughts and feelings when appropriate; be open.
13. Offer assistance when appropriate.
14. Sympathize with the other person when you are in agreement.
15. Respect the property of others; do not use it or borrow it without permission.
16. If you borrow something treat it with respect and return it in good shape.

17. Show your compassion when the other person is feeling low.

18. Show your enthusiasm when the other person is happy, successful, or in need of encouragement.

COMPARE SCHOOL AND JOB

Below are listed human relations skills. Place a ( ) check for those most important in school. Place an X for those most important on the job.

___ respect others
___ accept responsibility
___ be punctual
___ be confident
___ be creative
___ dress appropriately
___ be cooperative
___ be a leader
___ be self-controlled
___ be loyal
___ be assertive
___ be neat
___ willing to do more than asked
___ be honest
___ set goals
___ practice good health

___ be understanding
___ be patient
___ be part of a team
___ be reliable
___ be interested
___ be interesting
___ be compassionate
___ be flexible
___ be optimistic
___ by industrious
___ have integrity
___ keep smiling
___ take initiative
___ be polite
___ be fair
___ able to take criticism

How many traits were the same for both?

Which ones do you need to work on the most?

SELF-IMPROVEMENT CONTRACT

I,______________________________, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of _______________ days. In return, I will receive the rewards listed below.

BEHAVIOR

REWARDS

If I fail to live up to this contract, these penalties will take effect.

PENALTIES

____
Signature

OBJECTIVE 1

Match terms associated with human relations. Write the correct letter in the blank.

___ 1. The definition of human relations

a. should help understand self and others better

b. concerns everyday living so does not need to be studied

c. is a study of career choices

d. is taught to keep students busy

___ 2. A good self-concept

a. means you do not need to respect others

b. will not increase your self-confidence

c. means you do not need to improve

d. is necessary before others can respect you

___ 3. Personality is

a. becoming popular with peer groups

b. the side of you that people see

c. all the physical, mental and emotional characteristics that make up a whole person

d. not important in the business world

___ 4. Success is

a. making money

b. achieving a high social status

c. developing necessary qualities and traits to achieve in the world of work

d. earning a college degree

____5. Self-concept is

a. what friends tell you about yourself

b. how you feel about yourself

c. rating your ability to do a task

d. being conceited

OBJECTIVE 2

Select from a list reasons for studying human relations. Write an "X" in the blank before each true statement.

____1. To improve social relationships

____2. To learn to give orders to others

____3. To increase your ability to cooperate with others

____4. To help you keep your job

____5. To help you be independent of others

____6. To keep your environment the same

____7. To help you cope with problems

OBJECTIVE 3

List physical and emotional characteristics of personality.

Physical— ____

____

____

____

Emotional— _______________________________________

____

____

____

____

OBJECTIVE 4

Identify basic needs that influence lifestyles.

1. Safety and security— ______________________________
____

2. Physiological— ______________________________
____

3. Attention needs— ______________________________
____

4. Esteem and self-respect— ______________________________
____

5. Self-actualization— ______________________________
____

OBJECTIVE 5

Identify characteristics of attitude and the effects on behavior. Write the correct letter in the blank.

___ 1. A good self-concept

  a. is necessary before others respect you

  b. means you need not respect others

  c. has nothing to do with how well you do a job

  d. means you have no need to improve

___ 2. A characteristic of people with little self-respect

  a. they have had much positive reinforcement

  b. they brag about accomplishments

  c. they believe others can do what they can't

  d. they present a positive manner

OBJECTIVE 6 **List problem solving steps and decision making skills.**

____

____

____

____

____

OBJECTIVE 7 **Identify coping skills used to deal with different types of problems.** Write the correct letter in the blank.

____1. Making excuses is

a. a personality trait

b. a psychological need

c. a defense mechanism

d. a physiological response

____2. A defense mechanism might be

a. I chose to do it this way.

b. I can do it if I try harder.

c. My friends help me.

d. My teacher didn't tell me.

OBJECTIVE 8 **Identify employee responsibility toward employer, co-workers, and customers.** Write the correct letter in the blank.

____1. Showing respect for others includes

a. no hurry to return borrowed objects

b. realizing every human being is a worthy individual

c. using "I" often in conversations to put others at ease

d. daydreaming while half-listening to others

___ 2. Which is *not* correct? To show respect for others

a. understand people's feelings

b. be patient with obnoxious people

c. ignore someone who is ill at ease

d. respond to emotion first

OBJECTIVE 9

Identify ways an employee can get along with co-workers, employers, and customers. Write the correct letter in the blank.

___ 1. Employers identify which of the following two among the most important characteristics of employees?

a. silence and obedience

b. personal history and past earnings

c. politeness and honesty

d. appearance and efficiency

___ 2. If you have problems with an unpleasant co-worker, you should

a. realize there may be reasons for their attitudes

b. report it to your supervisor

c. ignore them

d. take time to listen if they want to gossip

___ 3. A technique for motivating employees or promoting cooperation is

a. encourage each employee to offer opinions and suggestions

b. offer praise only when exceptional work is accomplished

c. don't waste time in talking

d. remind them who is boss

OBJECTIVE 10 **Evaluate the need for good study habits and pride in work, at school, and on the job.** Write the correct letter in the blank.

____1. To succeed in school and at a job what characteristics are most important?

a. being able to plan ahead

b. being able to following directions

c. being willing to do more than asked

d. practicing good health

____2. Before planning a career it is important to

a. do well on school tests

b. change your attitude toward work

c. investigate education and personal requirements for the job

d. be sure there will be time for recreation

OBJECTIVE 11 **List the benefits of setting goals and how goals affect individual growth.**

____

____

____

____

____

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 12 **Unscramble terminology used in human relations.** SCORE ________

OBJECTIVE 13 **Determine values scale and attitudes.** SCORE ________

OBJECTIVE 14 **Analyze grooming habits and physical characteristics.** SCORE ________

OBJECTIVE 15	**Chart goals.**	SCORE ______
OBJECTIVE 16	**Plan a self-improvement program.**	SCORE ______
OBJECTIVE 17	**Discover adjustment mechanism.**	SCORE ______
OBJECTIVE 18	**Recognize levels of human needs.**	SCORE ______
OBJECTIVE 19	**Determine solutions to problems.**	SCORE ______
OBJECTIVE 20	**Interpret how to reasonably disagree.**	SCORE ______
OBJECTIVE 21	**Evaluate how to get along with others.**	SCORE ______
OBJECTIVE 22	**Explain how to solve everyday human relation problems.**	SCORE ______
OBJECTIVE 23	**Discuss responsibilities toward a job.**	SCORE ______

INFORMATION SHEET

HUMAN RELATIONS

IV

OBJECTIVE 1

Match terms associated with human relations.

INTRODUCTION

Imagine you are on an operating table. As you slowly relax from the anesthetic, suppose you heard the doctor say, "Hand me that doo-hickey and that thing-a-majig." Your reaction would probably be, "Let me out of here!" You expect a doctor to know the names of the tools he is going to use on a patient.

While not so life threatening, the words listed here are tools in studying about yourself and others. Learn them, but more importantly, understand them so that you will be well-equipped to relate to others on your job, at home, and at school.

- **Ability**—A skill that has been developed

  NOTE: A skill to perform a task such as play a guitar.

- **Aptitude**—Potential or knack for having

  NOTE: A natural ability, a family trait, innate

- **Attitude**—Feeling or emotion
- **Authority figure**—person in power or one who gives commands
- **Defense mechanism**—behavior used to cope with difficulties
- **Ethnic group**—Race or group of people with similar customs
- **Human relations**—Interaction between people and learning to accept them as they are
- **Interests**—Activities a person enjoys doing most
- **Morale**—Atmosphere or feeling prevailing in a workplace, home, school, or other type of living environment
- **Motivate**—To stimulate an interest in work through meeting needs and appealing to employee's interests
- **Personality**—All the physical, mental, and emotional characteristics that make up a whole person

- **Prejudice**—Pre-formed attitudes, judgments, or opinions formed before the facts are known
- **Respect**—Recognizing the worth of self and worth of other people, their property, and opinions
- **Self-concept**—How people feel about themselves
- **Success**—Making progress toward achieving a worthy goal
- **Values**—The ideas, relationships, and other matters that a person believes to be important

OBJECTIVE 2 **Select from a list reasons for studying human relations.**

INTRODUCTION

"You are fired!" rang in Bill's ears as he collected his possessions from his locker and dejectedly walked down the hall. What was he going to tell his wife? The boss had told him that he had to let him go because he couldn't control his temper when his supervisor would tell him how to do his job more safely. Bill had to admit to himself that his former boss was right. He had always resented having someone tell him what to do. It made him feel like he didn't know anything, so he always acted upset when anyone tried to show him how to do his job. He realized now that his inability to get along with his supervisor and his stubbornness had gotten him fired.

- There are many skilled people who have the technical knowledge needed to carry out specific job duties, but they have not learned good human relations skills.

Some of the personal reasons for learning good human relations skills are:

- You will be able to improve social relationships.
- You will learn to cooperate with:
  - co-workers
  - employers
  - customers
  - family members
- You will understand yourself better.
- You will be able to assess situations with people more accurately.

- Good human relation skills will help you keep your job longer.
- You will enjoy interaction with people on the job more so that you will be more satisfied with your place of employment.
- You will be able to cope with problems more realistically, focusing on the facts of a problem rather than allowing personalities to solve a problem.
- Business must treat all customers equally, regardless of race, sex or religion.
- There are more service-oriented businesses which require employees to have good human relation skills.
- Reaching one's goals often depends upon the ability to get along with others.
- Many businesses use group-oriented activities to achieve the goals of the business which require good human relations skills.

OBJECTIVE 3

List physical and emotional characteristics of personality. (Transparency 1)

INTRODUCTION

In order to get along with others, we must be able to identify the emotional and physical characteristics of ourselves and be able to recognize the impact these characteristics have on our lives. Because we live in an ever-changing world, our ability to assess and evaluate our personal characteristics will determine how well we adjust to the changes in society, technology, and in our personal lives.

By becoming aware of our own characteristics, we will become more sensitive to the differences in emotional and physical characteristics of others, which will help us relate to others in a more positive way.

We are born with a unique set of physical characteristics that no one else possesses. Our chromosomes are a mixture of all characteristics that our ancestors have shared from generation to generation. That is what makes each of us very unique individuals with our own individual set of physical characteristics. You will pass these characteristics on to your children. Some of these characteristics cannot be changed.

The influences of our cultural and environmental surroundings help shape our emotional characteristics which include our attitudes, values, religious beliefs, interests, and self-concept. Emotional characteristics can be changed by us if we recognize that some of our emotional behavior is creating problems in our lives. By evaluating ourselves, we can identify and change so that we can take better control of our lives to achieve the goals that we set for ourselves. By identifying our weaknesses and strengths, we can improve our behavior, and understand the behavior of others we come in contact with at work, at school, and in our homes.

Physical characteristics of personality:

- Must usually be accepted - body structure

  EXAMPLES: Height, bone structure, skin color, foot size, arm length, and finger length

- Can often be altered - body appearance

  EXAMPLES: Diet, use of make-up, careful clothing selection, posture, dental work, good hair care, proper care of nails, etc.

- Can determine the first impressions to a great extent
- Can affect our self-image
- Can affect our self-confidence

Emotional characteristics of personality:

- Are displayed through our behavior toward other people
- Are influenced by our feelings and values
- Can be improved by expressing one's emotions in a positive way resulting in a common understanding between individuals, which result in creating a friendly atmosphere rather than a hostile atmosphere.
- Causes of emotional behavior may be the opposite of what they appear.

  EXAMPLE: Being jealous of someone's success or talent does not mean that you dislike that person, but that you feel insecure about your own skill or talent.

- Emotions should not cloud our evaluation of the facts of a situation.

  EXAMPLE: If a co-worker has said something that has upset us, and we have to evaluate that person's performance of their duties, we should set our personal feelings about that individual aside so that we can fairly evaluate the actual job performance based on quality and quantity of work produced. Do not let personal feelings cloud our judgement of the facts.

- Reflect the way we feel about ourselves
- Reflect the attitudes we have learned from infancy
- Are influenced by our religious beliefs
- Are sometimes influenced by hormonal changes that occur during the physical changes our body goes through during our life-cycle.

  EXAMPLE: Going through puberty or the aging process

OBJECTIVE 4 **Identify basic needs that influence lifestyles.** (Transparencies 2 and 3)

Have you ever sat in class with your stomach rumbling from hunger? Can you recall how little you remember or heard of what the teacher was saying? If so, you can relate to Abraham Maslow's theory of basic needs.

People have five basic needs that Maslow, a well-known psychologist, identified that must be met in order to reach a person's full potential. These five basic needs are:

1. **Physiological needs**—food, water, air, shelter, clothing, sex, sleep, and physical survival.
2. **Safety and security**—being free from injury; life insurance, job security.
3. **Attention needs**—social acceptance and belonging to a group, social activity, peer acceptance, or being a member of a specific group or member of a team.
4. **Esteem and self-respect**—positive feedback that a person gets from others, feeling good about oneself, being proud of a job well done, satisfaction in what has been accomplished, ego.

5. **Self-actualization**—self-sufficiency, feeling of relevance, the vitality of having achieved one's goal, exhilaration of success, feeling a sense of completion and reaching the peak of perfection when you do the very best. Self-actualization is not a permanent high. There are times when the exhilaration or a "peace beyond understanding," comes from having accomplished the first four basic needs, and everything in a person's life is working out, resulting in a sense of happiness and individual accomplishment.

PHYSIOLOGICAL NEEDS

- Everyone needs food, air, shelter, clothing and the other essential physical requirements to sustain life. Without food, we starve. Without air, we suffocate. Without shelter we will die from exposure to the elements (cold weather or hot weather). Our basic physiological needs must be satisfied in order to survive.
- Much of our time and energy are devoted to earning a living to provide for the physiological needs of our body. Our wages go to purchase food, clothes, and pay for a place to live. Our skills and abilities determine how much we get paid for working, and the size of our pay check determines how much we will have to spend on the basic needs. If our skills are in great demand, we will be paid more. If we have limited skills, we will earn less. Our income will determine whether or not we satisfy our basic need for food with steak or beans and whether or not we live in a penthouse or a one-room apartment.
- In earlier years, before technology was very advanced, people had to spend most of their time plowing, canning, sewing and gathering wood to provide for their basic needs themselves. In today's society, many people purchase their food from the grocery store, buy their clothes from the department store and flip a switch for heat and lights. The basic needs are the same as they were back then, but instead of doing it ourselves, we work and earn money to pay others for growing our food, sewing our clothes and providing our homes with lights and heat.

SAFETY AND SECURITY

- Our safety and security needs require us to prevent accidents that could hurt us physically or protect us from financial loss in the event of an accident or illness. In our day to day living, we should try to complete tasks in the safest way to prevent injury to ourselves or others. Many companies routinely conduct safety training sessions for their employees to develop a sharp sense of safety on the job. A person's security can also be derived from insurance that will help protect them from financial loss, or pay for medical bills in the event of illness or injury. An employee can develop a sense of job security if they perform their duties in a professional manner, producing quality work in the minimum amount of time. When we know our safety needs and physiological needs are being met, we have more time for our attention needs.

ATTENTION NEEDS

- Each person has a desire to belong to a group or a member of a team because they desire social acceptance. This stems from the early years of development as a member of a family. Each person has a desire to be loved and needed by other people. Sometimes this need causes a person to seek membership in organizations involved in activities that are interesting to the individual, such as a bowling team, swimming team, football team, baseball team, French club or informal groups of peers that have similar interests or goals. Sometimes a person can get drawn into a group of peers that is involved in activities that can bring about negative results in a person's life such as, using drugs, drinking excessively or breaking the law. Sometimes a person's need for attention can allow a person to be influenced into doing something wrong by their peers that they would not do if they were by themselves.
- Attention needs can provide positive motivation to a worker on the job to do an excellent job, so they will be recognized and accepted by their peers at work. Everyone needs to be aware that the need to be socially accepted on the job, at school, by peers, and at home can produce either positive or negative results, depending on the situations they are confronted with.

ESTEEM AND SELF-RESPECT

- When the first three basic needs have been met, a person gains more confidence, and can feel good about themselves and the job that they are responsible for performing. As they get positive feedback from others at work, at home, at school, and among peers, about a job well-done, they can feel satisfied with what they have accomplished. When this happens, they respect themselves and are usually respected by others.

SELF-ACTUALIZATION

- Self-actualization is achieved by doing the best that you can do and applying all your skills and abilities to achieving your goals. It does not mean that you have to be better than someone else, in order to experience self-realization.

- Many never reach their top goals and no one feels self-sufficient all the time, just as you tend to get hungry again, you need to concern yourself with providing for the basic needs of your body. Life is full of ups and downs and pressures and needs from all five of Maslow's basic needs. In order to reach the self-actualization step, all other needs must be provided for by the individual.

  NOTE: Maslow makes no reference to spiritual needs, because this need is a part of all five levels.

- By understanding your basic needs and realizing how they affect the way we set goals and manage our time, we can take control of our lives and determine what goals we set for our future. Understanding our basic needs will also help us manage our time better so that we can allow the necessary time in our lives to fulfill all our basic needs as we progress through our life-stages.

- In order to be able to get and keep a job to provide for our basic needs, we must have good human relations skills. The more we understand our basic needs, the more we can underrstand the basic needs of others and be able to understand what motivates others we come into contact with on the job, at home, and at school.

- Our basic needs have a very great influence on the decisions we make and the solutions we select to solve our day-to-day problems. If we are hungry, we cannot concentrate on schoolwork or work on the job. If we have been injured, we cannot carry out our job responsibilities. If we are rejected by others, we do not feel like we can do anything right. By understanding how these basic needs effect us, we can focus in on the actual problem and hopefully come up with solutions that will help us reach our potential.

OBJECTIVE 5 **Identify characteristics of attitude and the effects on behavior.**

- Our attitudes are a result of past learning experiences and are a feeling or emotion we have toward a specific fact or situation. Our attitudes can continue to change as we acquire additional knowledge, information, and experience throughout our lifetime.

- Our attitudes reflect the way we feel about our family, school, co-workers, friends, our boss, or anyone else we come into contact with on a day to day basis. Our attitudes are affected by the following "three sides of self."

    - The person you think you are - the mental picture you have of yourself.

    - The person others think you are - how the people who come into contact with you actually see you.

    - The person you really are.

- If you picture yourself as a well-groomed, mannerly person, you will behave and act like a well-groomed, mannerly person and you will take more time with your appearance to live up to the image you have of yourself. Others will react in a more positive way toward you depending on your image. On the other hand, if you visualize yourself as being macho, you will probably act that way and other people will react negatively toward you.

- If a person has a good self-image and is willing to put forth the effort to continually improve, they will have a much better chance of getting and keeping a job. Employers appreciate employees who have good positive attitudes about themselves, their co-workers and their work.

- On the other hand, if a person does only enough to get by on their job, and they have the attitude that the world owes them a living and that they were hired to just slide by with as little work as possible, they will probably be out job-hunting in a short time.

- Our attitudes provide our motivation, affect our morale, influence the way we treat others and directly affect our success in reaching our long term goals.

OBJECTIVE 6

List problem solving steps and decision making skills.
(Transparency 4)

We are faced with problems we must either solve or learn to cope with in our daily lives. We come into contact with other human beings with the same basic needs that we have to consider when making decisions and reacting to situations.

The way in which we learn to identify and solve problems can have far reaching effect, not only on ourselves, but the others around us. If we learn how to identify the basic process of solving a problem, we can apply it to all areas of our lives - on the job, at home, at school, and in peer relationships.

The basic steps to solving a problem are:

1. Recognize the problem

   NOTE: The real problem may not be what it first appears to be, but rather, a symptom of the problem.

2. Get the facts

   NOTE: Seek out all the facts, not just the facts we want to hear or collect. The more facts you gather, the better your decision will be.

3. Weigh the facts

   NOTE: Give careful consideration to all the facts you have gathered and assess the importance of each one.

4. Determine the goal or objective desired with the solving of the problem

5. Make a decision out of several possible solutions

   NOTE: Some people find it helpful to list the facts or alternatives on a sheet of paper in their order of importance to the individual. They also list the pros and cons to each alternative and the possible consequences or results of each solution. The best solution can be gradually selected by a process of elimination.

6. Take action to solve the problem

   NOTE: Unless action is taken to solve the problem, the problem will exist indefinitely.

7. Check the results of your actions to determine whether or not your solution to the problem is working, if it is not, re-evaluate the situation and go through the process again until the desired results are obtained.

As you face each day, you will have many decisions to make. Many are made without much thought because you have established a habit to handle different situations you encounter. For example, which foot you put your sock on first, or whether to button your shirt from the top downward or from the bottom to the top. These are minor problems that do not require deep-thinking or any thinking at all. You just do it the way you learned how. The results are the same either way - your shirt is buttoned and your socks are on your feet.

However, there are daily decisions that can be important and some that may change your life. So how do you make the choice and decide? Other people may provide input, but the ultimate choice of what you will do with the information is up to you and you alone are responsible for making the best choice. The problem solving steps will help you make those choices in a more logical manner so that your solutions will not create larger problems than the ones you were trying to solve.

By going through the problem solving process, you can usually delay an impulsive action that will be ruled strictly by your emotions that you will regret later. Once an action is taken or angry words are spoken, they cannot be taken back. We can apologize, but that will not completely remove the effect of our words. If we strike out at someone with anger with our fists, we cannot take back the hurt we have inflicted on someone else.

If we learn to identify and recognize what the real problem is we have a better chance of solving it rationally, but if we deny there is a problem when there actually is one, it will only get harder to solve.

There are many problems that new inventions and products have been able to solve. Take for example the problem of washing a large number of dishes. Someone invented the dishwasher to solve that problem. As our world changes and technology increases, we are confronted with an ever-changing environment with new problems that must be identified and solved.

As our world has progressed, our methods of transportation have changed to meet the changing needs of our commuting population. As our cars wear out, we buy new ones to replace them. What happens to the old junk cars? Mr. Alton Newell helped solve that problem when he invented a new process to recover the metal from the junk cars in the overflowing salvage yards. His motivation, determination, and hard work combined with good problem solving skills has helped make him a wealthy man in our nation.

Mr. Alton Newell said, "You can do what you want to do; you can be what you want to be!" He gives this message to young people today.

He was born in a sharecroppers's tent in a cotton field. His home was an old car, a tent or a shack, wherever there were crops to pick. His education was sandwiched in between picking whatever crops were ready to be harvested. His homelife was further burdened by his parents' divorce and alcoholism. He remembers going to bed hungry most of the time.

But he rose to become a multimillionaire. Why? Because he believed that with spiritual guidance, determination, and hard work that a person could set goals and achieve them. At age 16 he went to work in a junkyard. From then on, he learned skills about the scrap iron business and salvaging old cars. He sometimes worked two full-time jobs a day, to provide for his basic needs. He learned problem solving skills, and he had the vision to see a need for a process that would recover the metal in old wrecked cars. He invented a wrecked car recovery process that is now in use all over the world. His acquaintances include leaders from many nations. There is a park in Jerusalem named for him though he is not Jewish. He remains a warm humble human being who finds time in his busy schedule to speak in classrooms with his message: "YOU CAN DO WHAT YOU WANT TO DO; YOU CAN BE WHAT YOU WANT TO BE!"

As you practice solving problems using the problem solving steps, you will find that some problems will be easier to solve. Whether the problem involves human relations, problems on the job or problems encountered with the environment, your problem solving skills will help you reach the goals you set for yourself.

Used with permission of Mr. Alton Newell.

OBJECTIVE 7 **Identify coping skills used to deal with different types of problems.** (Transparency 5)

INTRODUCTION

- Our behavior used to cope with difficulties we encounter are called defense mechanisms. Some of the ways we deal with or overcome problems may be useful and result in an improved situation. Other defense mechanisms can harm our relationships with other people and result in creating additional problems.

- An example of this, would be having a co-worker continually telling you how to do your job. One reaction could be to tell the fellow worker that they are too bossy and that they should mind their own business. This reaction would hurt their feelings and create a more tense situation. On the other hand, if you thanked the co-worker for their helpful information, and tactfully told them that you appreciated their concern over helping you learn the responsibilities of your job, and that you could now perform your job duties without any additional training, you would create a positive atmosphere in which to work.

- So the way we cope with problems and react to other people will determine whether or not we will get along with others on the job. There are many types of *defense mechanisms* that are triggered either consciously or subconsciously in a situation. They are not necessarily good or bad. However, an awareness of these mechanisms helps us to place responsibility where it belongs, to put our energies to more constructive use, and to adjust to uncomfortable situations.

  - Giving up too easily ("sour grapes," rationalization)

    EXAMPLES: "I wouldn't work there if they paid me twice the money," "I can't do all the work they expect me to do." "I'd stop smoking but I'd gain weight," "Welfare recipients who do not try to better their living conditions should...," "Students who resist a teacher's help..."

    Some people feel threatened when suggestions are made to change well-developed excuses.

- Blaming someone or something else when problems arise—Sometimes the excuses may be partly valid, but the person could have prevented the excuse by being more careful in carrying out their responsibilities.

  EXAMPLES: The person who has a new excuse every day for being late. "I couldn't do my assignment because the books were out of the library," when they did not even go to the library until the last minute.

  "The teacher didn't explain it right," when the person did not ask questions.

- Acting childish—Crying or pouting when something does not go our way. This may make a person feel better for awhile, but it will not make the problem go away.

- Doing something else when a goal or activity failed—A person may substitute another lower or higher goal or activity for the one that failed.

  EXAMPLE: Playing tennis to relieve feelings of frustration or anger.

  Person unable to become a professional actress becomes an excellent speech teacher, participates in the local community theatre, and directs plays for the church.

- Taking out feelings on another person, group or thing—In the process, a person may develop guilty feelings which makes their behavior even worse.

  EXAMPLES: Nurse assistant who does not get along well with a supervisor and takes it out on the patients.

  Person who beats their dog because things have not gone well.

  Blaming whole groups, such as Jews, Blacks, Indians, Mexicans, or Caucasians, for problems in society.

- Daydreaming about being like someone whose traits you admire—This could be useful if not used excessively to the point that the person begins to live in a fantasy world or if the person does not become disillusioned when they learn that their idol has human faults also. Psychologists say that every young person needs a good person with whom to identify, such as mother, father, minister, president, business person, or athlete.

EXAMPLES: Practicing a speech similar to the style of some speaker you admire.

Linking oneself to a successful football team, vocational student organization, employer, older brother or sister.

Deciding to enter a school or career because you like someone in that school or occupation.

- Consciously forcing yourself not to think about unpleasant things—Ignoring the reality of a situation, hoping it will go away.

  EXAMPLE: "I don't want to talk about it."

- Developing a personality trait or physical ability to overcome a real or imagined deficiency

  EXAMPLES: Person who once had polio works to become a great athlete.

  An insecure person who talks big.

  A person who feels inferior in athletics develops exceptional skill in mathematics.

- Expressing emotions as a physical symptom

  EXAMPLE: Student is worried about a test or work and develops a headache.

  An employee is afraid to tell the boss he broke a piece of equipment and he gets a stomach-ache from the anxiety.

- Covering up real problems—Trying to hide the existence of problems so they will not have to be dealt with.

EXAMPLES: A mother feels insecure or rejected and does not allow her child any freedom. She loves her child, but she is not aware of how her personal needs are affecting her actions toward the child. She would vigorously argue that she is not overprotective.

A girl who feels insecure may be very jealous and cling to her boyfriend.

- Transferring emotions to another person—When someone reminds you of another acquaintance, you transfer your feelings about that other person to the new acquaintance.

EXAMPLES: When an elderly person treats a student like their own child or grandchild.

Someone reminds you of someone you like or dislike, so you automatically like or dislike the new acquaintance.

NOTE: Counselors can help individuals with problems. They are trained to help individuals cope with situations that may seem hopeless, for example; alcoholism, unwanted pregnancy, divorce; loss of job, child abuse or spouse abuse. They can recommend possible solutions and are very good listeners, as well as being able to provide information on agencies that can help individuals needing additional help.

- Any of these adjustments mechanisms can be used at various times depending on the situation. The key to controlling our reactions to situations is to understand how we are reacting and why we are reacting in a certain way. There are many different problems we must adjust to and situations that we will encounter as we face each day. Some of the situations in which we must make adjustments are listed below:
  - Meeting and getting along with the opposite sex
  - Getting along with members of the family
  - Getting along with the principal and teachers
  - Getting along with classmates, working companions, and neighbors
  - Working out the problem of what to do with one's money

- Deciding what kind of job or vocation to take up, getting ready for it, and finding a job for which one is ready
- Making progress on the job
- Making decisions about religious faiths and political beliefs and adjusting one's own beliefs to those which other people hold
- Getting assignments done satisfactorily in school or on the job, especially when difficulties arise
- Facing examinations and learning how to adjust to passing or failing them
- Making decisions about joining clubs or organizations
- Deciding what to do and "facing the issue" when friends want you to do one thing and parents another
- Figuring out what to do about moral and ethical problems involving honesty, fair play, promises and confidences
- Deciding what clothes to get, when to wear them, and how to wear them
- Making choices about how to spend leisure time
- Adjusting to serious happenings in life, such as the loss of family or friends through death, accident, or other causes·
- Managing oneself and one's feelings when it is necessary to be separated from home and friends as in a move to another town
- Meeting and getting along with people who are either older or younger than oneself
- Making decisions about more education for self-improvement
- Making decisions about a change of job

- As we begin to understand the way we react to situations and why we respond to certain situations the way we do, we can better evaluate and assess how we can select the best reaction to a given situation. Some of the better ways to make adjustments are:
    - Choose realistic goals

- Follow steps to problem solving
- Work to meet basic human needs
- Set priorities
- Develop determination

- A person who is taking a long automobile trip does not give up because of a flat tire. In the same way, a person needs to have conviction or commitment to a worthwhile goal and not lose sight of the end product when circumstances interfere with the goal. If a patient who is ill develops the will to live, they will stand a better chance of surviving than a patient who gives up. The benefits of setting goals help us keep on track because goals require perseverance and the ability to not become discouraged easily. It is recommended that short, intermediate, and long range goals be set. Some of the benefits of setting goals are:
  - Give direction and purpose to action
  - Let a person know when success is achieved
  - Help bring about desired conditions by setting specific goals
  - Create self-confidence by allowing a person to experience a series of small successes

OBJECTIVE 8 **Identify employee responsibility toward employer, co-workers, and customers.**

INTRODUCTION

Responsibility is the act of being reliable and trustworthy with tasks or items you are accountable for. As a person goes out on the job, they will encounter many situations that will require them to be accountable for their skill in relating to others and their ability to carry out their responsibilities in a positive way that will get the task or goal accomplished and will further good human relations with employer, co-workers and customers.

Employers are looking for employees with good human relations skills that exhibit the following characteristics:

- **Cooperation**—helping others when needed

EXAMPLE: Helping other employees when permissible, when your duties are completed; seeing things that need to be done and doing them without being told.

- **Initiative**—taking it upon oneself to move onto additional duties which require more responsibility and more difficult skills
- **Honesty**—being trustworthy with money, merchandise, tools and your time that your boss is paying you for

  EXAMPLE: Starting work on time; returning from breaks and lunch on time; being productive while at work; not leaving work a few minutes early; not taking pens, paper and tools for personal use; not stealing money or merchandise; not giving special favors or discounts to friends and relatives without supervisor's approval.

- **Willingness to learn**—being flexible enough to be willing to try new methods to get the job done more efficiently. Approaching a class or job with an open mind will make the tasks more interesting and shows a willingness to learn.
- **Following directions**—comprehending written and oral directions to complete a task. Listening closely to what is being said and reading directions before attempting to operate a piece of equipment will save time and reduce frustration.
- **Neat appearance**—good grooming and personal hygiene. If a person is well groomed and does not have body odor, they are more pleasant to work around and customers are more likely to ask for assistance.
- **Smiling**—smiles create a feeling of warmth and caring for others. It requires fewer muscles to smile than it does to frown. It is easier to work with someone who smiles and customers feel welcome when a clerk makes the effort to smile.
- **Not talking too much**—keep conversations to a minimum so that you can spend more time working than talking, either in the office on the job or on the telephone. Some people tend to waste time visiting on the job.

- **Politeness**—being well-mannered, courteous and considerate of others feelings and rights. Saying, "good morning," and "thank you;" escorting, when possible, a customer to the credit department instead of just pointing or giving directions.

- **Patience**—not losing one's temper in trying situations

- **Leaving personal problems at home**—you are not being paid to solve personal problems during work hours.

- **Punctuality**—being on time so that you can get in a full days work.

- **Good attendance**—being at work or at school every day you are supposed to be there. Excessive absences can result in getting fired.

- **Dependability**—completing a task on time and doing what you say you will do when it is suppose to be done.

- **Enthusiasm**—creating an air of excitement and putting forth extra energy to complete a task. This will often motivate others to work faster and get more excited about their tasks which will result in an energized atmosphere.

- **Accepting criticism well**—being able to respond positively to suggestions from supervisors on ways to improve the way you are carrying out your task. If a person realizes that the supervisor is constructively criticizing their performance and not them as an individual, they can change their work habits and not feel threatened. It is impossible to do everything correctly all the time. Occasionally, everyone must accept criticism. Do not make excuses, but look the supervisor in the face and try not to look hurt, sulky, or mad.

- **Loyalty**—keeping confidential matters, such as price margins and cost codes to yourself; not participating in gossip and disputes; not criticizing the business to outsiders; being a good customer of your business's products and service where applicable.

- **Sense of humor**—being able to see the comical side of an incident. Being able to laugh, especially when the joke is on you, helps gain the acceptance of co-workers.

- **Positive attitude**—look for what is good and right about something or someone. Try not to always complain or focus on what is unpleasant. Avoid complaining and using words such as, "can't," "won't," or "don't." Act happy and enthusiastic and you will be happy and enthusiastic because actions occur before feelings. Do not permit co-workers or supervisors who have negative attitudes to trap you into their way of thinking.

- **Tactfulness**—being able to tell someone they need to improve in their performance or appearance or attitude in a way that does not make them mad, but will make them want to change because they need to.
- **Interest in the job**—learn as much as you can about your job and continue seeking more skills and knowledge that will help you keep up to date on the new technology and laws that affect your business. The more you learn about your job, the more interested you will become and the more qualified you will become on the job. When you are interested in the job you do, you enjoy going to work every day.

As you acquire all the above characteristics, you will advance on your job and you will enjoy your work more. Getting along with others is an essential part of all jobs. Remember, eighty-five percent of all people who lose their jobs do so because they do not possess the above characteristics. Getting along with others is as much a skill as knowing how to operate a piece of equipment or carry out a task.

Work to improve your human relations skills and you will reap the benefits of working your way into a secure job. Remember, no one owes you a job, you have to earn it by your performance of the job.

OBJECTIVE 9

Identify ways an employee can get along with co-workers, employers, and customers.

Sometimes on our jobs we are confronted with situations in which we are required to respond to our co-workers, our supervisor, employer or customers statements, actions or advances. To handle these types of problems, there are several actions that we can take to help us get along better with others.

Some suggestions for getting along with a supervisor include:

- Accept the authority of the supervisor to have things done their way.

- Immediately ask the supervisor for more responsibility when all assigned duties are completed.

- Do not give the appearance of flirting with anyone while on the job.

- Handle merchandise and supplies respectfully - they represent an investment to the business. Soiled or wrinkled merchandise and careless use of supplies and equipment quickly cut into profits.

- Do not pretend to know all about the business - young, new employees who appear to think they know all there is to know are considered "smart-alecky" and may not last long on a job.

- Learn from all supervisors, both the good ones and those less skilled. Realize that supervisors give constructive criticism in either a positive or negative manner. Whether the constructive criticism by a superior is negative or positive, an employee must learn to listen to what is being said about their job performance that they need to correct in carrying out their job duties, and not let the manner in which they are being told overshadow the message of the supervisor

Some of the ways you can improve your relationships with your co-workers are to:

- Know all co-workers by name - everyone likes to hear their own name.

- Introduce yourself to the other employees if the supervisor or another employee does not do so - put your best step forward to become acquainted with the others you work with.

- Greet by name or at least smile at the other employees upon arriving at work.

- Say good-bye, nod your head, or wave to co-workers when leaving work for the day.

- Listen, ask questions, and thank the other employees who try to be helpful.

- Realize that new, young employees may not be able to get by with as much as older, trusted employees.

In order to greet the customers or clients at your business establishment and make them feel welcome, you should learn the best way to make them feel special so they will want to return to your business in the future. You are the ambassador for your business, and the customers will form an opinion about the service your business offers by the way you provide them with help and information in a courteous, mannerly way. Following is a list of suggestions to make your customers feel welcome:

- Smile and greet each customer with whom you come in contact.
- Try to remember the customer's name.
- Approach customers promptly and with confidence and sincerity.
- Treat each customer as a guest; the customer is your reason for being in business.
- Help each customer with individual needs - customers come to a business because they need the goods or services you provide. Sometimes they don't even know what their needs are and you must help define these needs first.
- Realize that there will be some difficult customers.
- Always by polite, tactful, and honest with customers - if you are in a selling situation, stay busy within viewing-distance to the "just-looking" customer. This way, if the customer sees something interesting, you may be of service without appearing to be pushy.
- Never argue with a customer, you may be right, but if the customer feels alienated, they may never return. You may be able to make your point to the customer, but they may never return to do business with you.

If you do get a customer or co-worker who is unpleasant to be around, there are certain methods you can use to make the situation more bearable. Ways to handle problems with unpleasant customers or co-workers are:

- **Wolf/flirt**—ignore them and fail to react. Be casual and don't provoke attention by wearing suggestive clothing or making suggestive remarks. The ignoring method will work in the majority of cases, but if the advances become serious and frequent, more drastic action may need to be taken.
- **Grouch**—be pleasant and sympathetic, not taking the grumbling and griping personally. Realize that there may be reasons for crankiness, such as home life, financial problems, and personal dissatisfaction.

- **Bossy person**—avoid conflict with a person who is not your supervisor, but who insists on giving you orders, until you can discuss the matter with your supervisor. Pay attention to details and follow directions as accurately as you can if your supervisor or a person who greatly influences your supervisor gives you instructions, criticism, or orders.

- **Complainer**—politely avoid complaining as much as possible because it is contagious. Counteract complaints with cheerful, positive statements.

- **Tattler**—politely but firmly refuse to listen to gossip by suddenly remembering something you have to do and politely dismissing yourself.

There are three types of behavior we display in certain situations when reacting to others. At different times, any one of these three different behaviors may be the correct behavior depending on the situation.

- **Passive**—submitting to or yielding to someone in authority. For example, when a supervisor is explaining how to operate a piece of equipment.

- **Assertive**—to act positively, to affirm or declare. To be sure about your actions and knowledge so you can express your ideas in contributing to finding solutions to solve a problem.

- **Aggressive**—an unprovoked attack or focusing in on making a change in procedures, goals or other area you feel very strongly about.

Criticism is the act of judging merit through a spoken or written judgement concerning some matter resting on opinion. For example, supervisors have to evaluate the quality of a task performed by an employee. After they have evaluated the task performed, they need to let the employee know whether it is satisfactory or unsatisfactory. If the task is unsatisfactory, they can use one of the following methods to tell the employee they need to change their method of doing that task.

- **Negative criticism**—brings out all the errors and mistakes that a person has made and attacks the self-esteem of an individual.

EXAMPLE: "Bill, can't you do anything right! I told you to proof-read all your letters so I don't have to correct your mistakes! Where did you learn to read anyway! This letter has two errors that you have to correct!"

- **Positive reinforcement**—employee management technique based on positive rewards such as praise, recognition or gives merit for the things that have been done correctly and then pointing out mistakes that need correcting.

EXAMPLE: "Bill, you have been getting a lot of typing done and you have done a good job on the format for these reports and letters, but today you let a couple of typographical errors slip by you. I have marked them on the letter, could you please get it corrected for me right away so I can sign it before I leave?"

- **Constructive criticism**—useful or helpful corrective judgments or statements made by a supervisor designed to tactfully correct mistakes a person is making. The statements are directed at the task that needs improvement, not at the individual. It lets the employee know he has to improve his skills or behavior and tells them how without destroying their self-concept.

EXAMPLE: "Bill, I noticed that lately you have been having a little bit of a problem with proof-reading the letters and reports you have typed. Sometimes it helps me to use a ruler to underline each line as I read it for errors, so that I can focus my attention to just one line at a time. If that doesn't seem to help, I have a book in my office that has some other suggestions for accurate proof-reading that I will loan you if you would like to look at it. I have circled the two typographical errors in this letter that need to be corrected so I can sign them before I leave."

OBJECTIVE 10 **Evaluate the need for good study habits and pride in work, at school, and on the job.** (Transparencies 6 and 7)

INTRODUCTION

Habits learned in school carry over into the world of work. Hard work produces results wherever it is applied. Employers are looking for employees who have developed their ability to learn new processes and who take pride in their work.

Some of the characteristics that have been learned in school that apply to the work world are:

- Accuracy in performing operations.
- Ability to follow directions and instructions accurately and without repetition.
- Speed in performing operations; amount of acceptable work produced.
- Capacity for remembering necessary details, figures and instructions.
- Initiative and resourcefulness in solving problems.
- Ability to maintain harmonious working relations with others.
- Physical fitness for the work.
- Ability to work under pressure or abnormal conditions, such as meeting deadlines, multiple assignments and extra work.
- Industry - thinking of new way to do tasks quicker.
- Neatness, orderliness, and maintenance, or arrangement of work, area, such as desk, files and floor.
- Does not use excessive time in personal phone calls, going to the restroom, and other personal activities.
- Ability to make judgments or decisions quickly and accurately.
- Natural ability and aptitude for the job.
- Acceptability of work; within acceptable work standards for the job.
- Ability to organize work.

- Ability to suggest improvements in work techniques and operations.

OBJECTIVE 11

List the benefits of setting goals and how goals affect individual growth.

When starting out on a long trip, we get out the road map, determine what our destination is going to be, and then plan a route to travel. Some of the facts we consider when planning our route might be the amount of time we have to make the trip; amount of money we have to spend; the purpose of the trip - business or vacation; whether we are wanting to do any sight-seeing or not; how many people will be going with us; and what type of transportation we are going to use.

All of these factors must be considered in order to be able to reach our destination or goal. If we just start out driving not knowing where we are going, how much we have to spend, or any of the other facts we need, how will we know whether or not we have reached our goal? We will just be drifting along; moving, but not really going anywhere.

In life we have to learn to set goals for ourselves so that we will not just drift along and not really know where we are going or what we want to do with our lives. Just as there are many facts to consider in taking a trip in order to reach our destination, there are many thing that have to be considered when setting goals for ourselves.

A **goal** is a specific objective or outcome that we can measure and determine whether or not we have achieved it or reached it. On a trip, we know whether or not we reach our destination when we drive into the town we planned to visit. There are many obstacles that we could run into in the process of traveling from one place to our destination. We could have car trouble, which would have to be fixed before we could continue on our way. We could be in an accident, which would detain us for some time. The gas stations could be out of gasoline, or we could get stopped for speeding and have to pay a large traffic ticket and not have enough money to continue our journey. These obstacles could slow us down. Depending on the size of the obstacle or problem, we solve it or cope with it and proceed on our way because we know where we are going.

In order to know where we are going with our lives, we must take a little time and gather the facts about ourselves and determine what route we want to travel with our lives. To do this, we need to learn to set goals. Before we set goals, we must be able to evaluate ourselves and our abilities to determine whether or not we will be able to accomplish the goals we set for ourselves.

It would be very difficult for someone who could not read or write to set the goal of becoming a doctor. However, it is not impossible. In order to reach that goal, the individual would have to learn to read, write, solve problems and have the finances to pay for their education. They would also have to be very committed to becoming a doctor because it would take years to accomplish their goal.

Goals require perseverance and the ability to not become discouraged easily. In order to achieve a large goal, a person must be able to learn to set **short-range goals**, intermediate goals and long-term goals. **Short-term goals** could be set on a day-to-day or week-to-week basis, such as getting up in the morning, getting to school or work on time, or finishing homework every night before doing something else. When you have arrived at work early or finished your homework, you know you have achieved that short-term goal.

An **intermediate goal** can be made up of many short-term goals and extend over a longer period of time. For example, an individual can set a goal for themselves of making the honor roll for a semester. In order to reach that goal, they must set many short-term goals of getting all their assignments completed and turned in and spending time studying for the tests.

Their **long-range goal** could be to graduate from high school or college with a specific grade point average. In order to achieve that, they must set short-term and intermediate goals for themselves. To reach the long-term goal, they may have to overcome obstacles and cope with problems, but if they can keep the long-range goal in their minds, they will be able to deal with the problems that crop up along the way.

Some of the benefits of setting goals are:

- Give direction and purpose to actions
- Let a person know when success is achieved

- Help bring about desired conditions
- Create self-confidence by allowing a person to experience a series of small successes

Honestly evaluate yourself and learn to set goals so that you will not just drift through life. Goals can give you purpose and direction and help you become what you want to become as an individual and help you chart your own course. You are the captain of your ship called "life" and the direction you sail and the destinations or goals you reach are the rewards or consequences of your planning and actions.

The Basics of Personal Grooming

RULE ONE:	**Bathe or shower daily.**
RULE TWO:	**Use a form of deodorant.**
RULE THREE:	**Keep hair clean, styled, and free of dandruff.**
RULE FOUR:	**See a doctor or dermatologist for advice on skin problems.**
RULE FIVE:	**Males should keep any facial hair well-trimmed (to include shaving and the trimming of beards, moustaches, and sideburns). Women should shave legs and underarms regularly.**
RULE SIX:	**Females should avoid excessive makeup.**
RULE SEVEN:	**Brush and floss teeth regularly.**
RULE EIGHT:	**Keep nails clean and neatly trimmed.**

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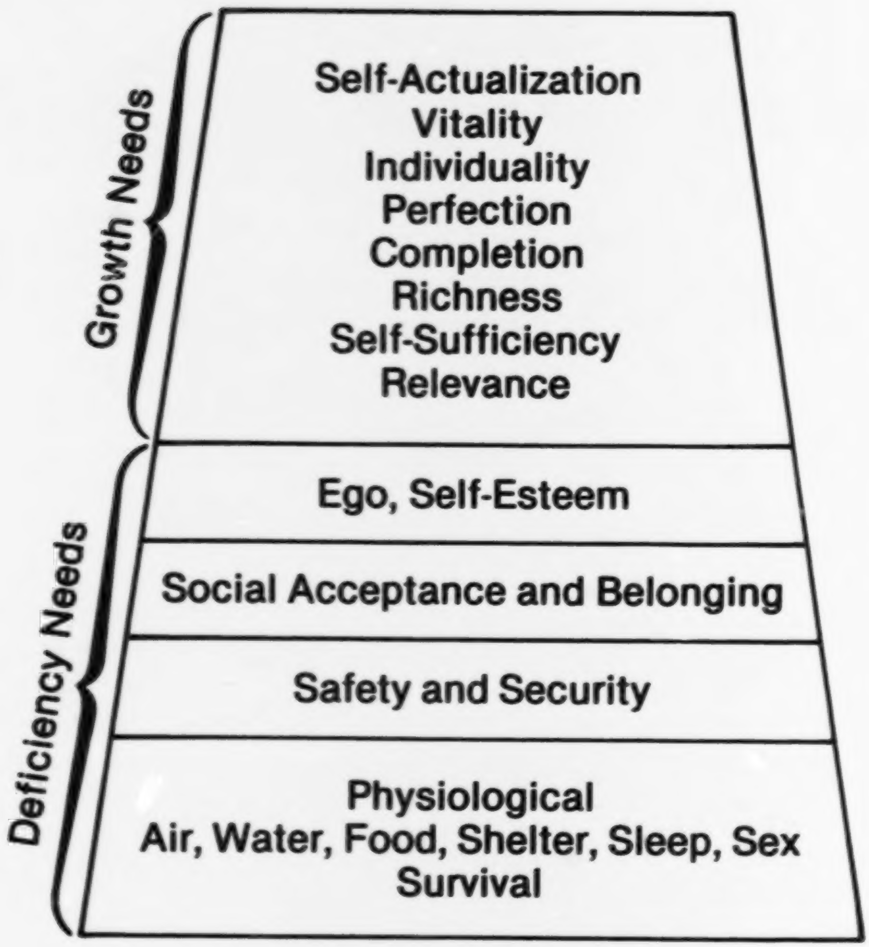
Maslow's Hierarchy of Needs



Growth Needs

Self-Actualization
Vitality
Individuality
Perfection
Completion
Richness
Self-Sufficiency
Relevance

Deficiency Needs

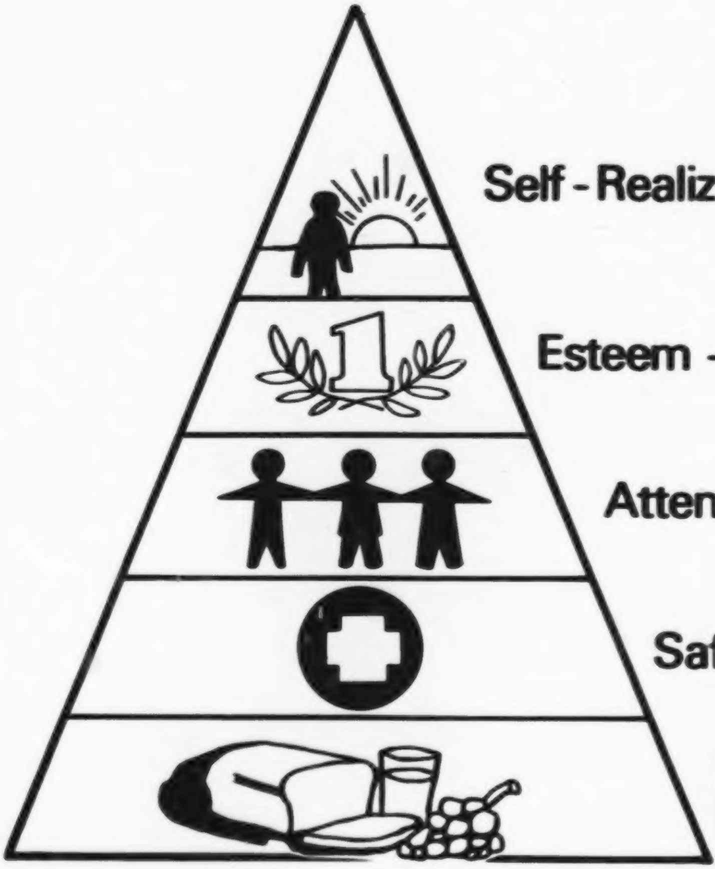
Ego, Self-Esteem

Social Acceptance and Belonging

Safety and Security

Physiological
Air, Water, Food, Shelter, Sleep, Sex
Survival

MASLOW'S HIERARCHY OF BASIC NEEDS



Self - Realization

Esteem - Self Respect

Attention - Social Activity

Safety

Basic
Physiological Needs

To Handle a Problem...

1. RECOGNIZE THE PROBLEM
2. GET THE FACTS
3. WEIGH THE FACTS
4. DETERMINE THE OBJECTIVE
5. MAKE A DECISION
6. TAKE ACTION
7. CHECK RESULTS

TRANSPARENCY MASTER - ICE
IV - 99

Determination

Finally.....Success

Failed in Business, 1831
Defeated in Legislature, 1832
Again Failed in Business, 1833

Elected to Legislature, 1834

Nervous Breakdown, 1836
Defeated for Speaker, 1838
Defeated for Elector, 1840
Defeated for Congress, 1843

Elected to Congress, 1846

Defeated for Congress, 1848
Defeated for Senate, 1855
Defeated for Vice-President, 1856
Defeated for Senate, 1858

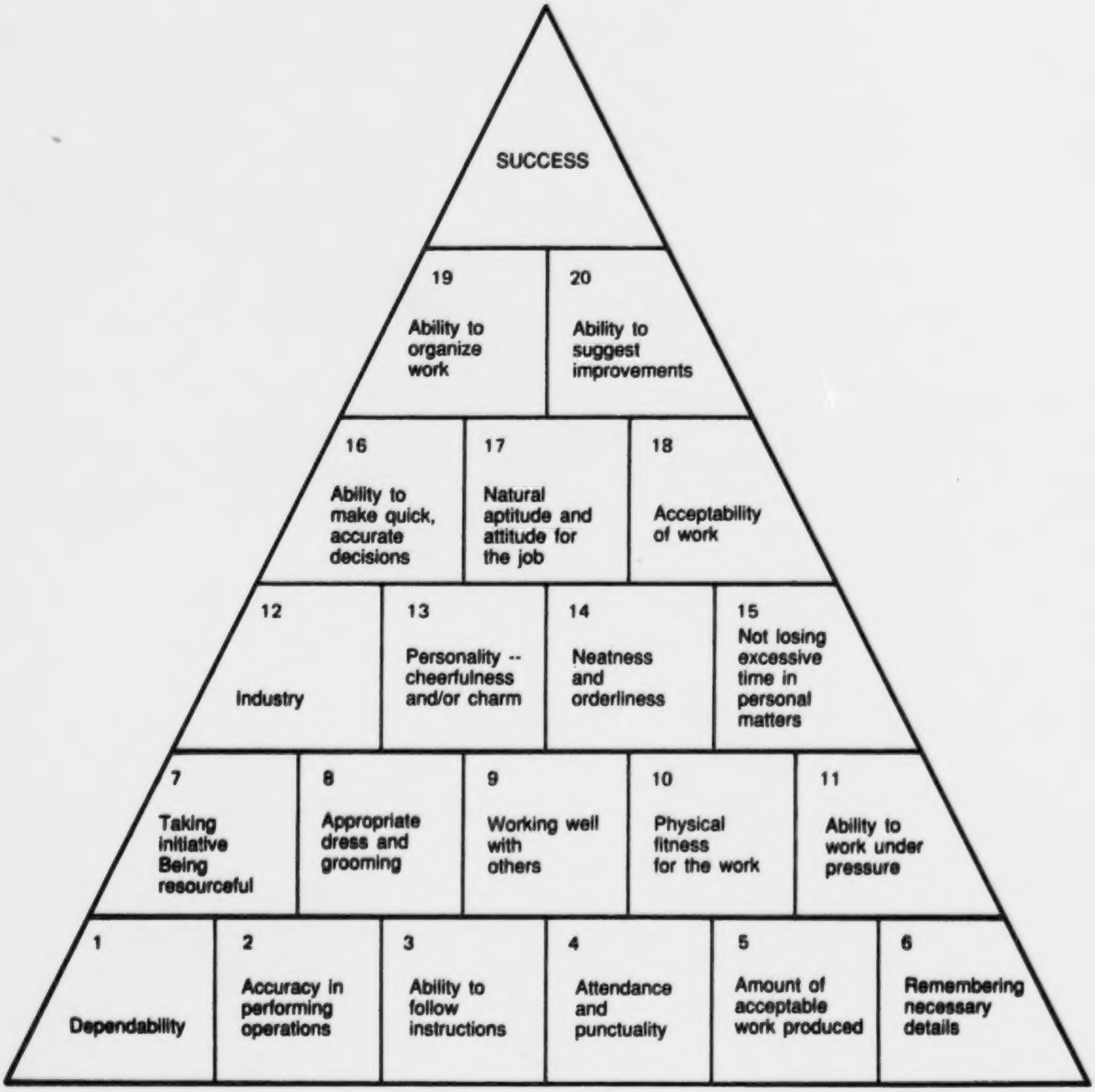
Elected President of United States, 1860

Lincoln's Record

TM 5

TM 6

Building Blocks of Success



SUCCESS

19 Ability to organize work

20 Ability to suggest improvements

16 Ability to make quick, accurate decisions

17 Natural aptitude and attitude for the job

18 Acceptability of work

12 Industry

13 Personality -- cheerfulness and/or charm

14 Neatness and orderliness

15 Not losing excessive time in personal matters

7 Taking initiative Being resourceful

8 Appropriate dress and grooming

9 Working well with others

10 Physical fitness for the work

11 Ability to work under pressure

1 Dependability

2 Accuracy in performing operations

3 Ability to follow instructions

4 Attendance and punctuality

5 Amount of acceptable work produced

6 Remembering necessary details

Hierarchy of Job Related Needs

- Promotional system, seminars
- Job title, employee of the month award, uniform name tag, bonus, public acknowledgement
- companionship, group acceptance, sense of belonging
- Sick pay, retirement plan, job security, safe working conditions
- Good work environment, salary, health, insurance

ACTIVITY SHEET 1

HUMAN RELATIONS

IV

Analyze yourself

DIRECTIONS

Answer the following questions honestly as they apply to your job and/or classroom experiences by checking the most appropriate column. Then analyze the statements checked "Sometimes" and "Never."

	Never	Sometimes	Always
1. Are you able to act naturally under all circumstances?	____	____	____
2. Do you seek opportunities to meet those in positions of authority?	____	____	____
3. Do you avoid criticizing others?	____	____	____
4. Are you able to give credit to others for what they do, rather than seek first to obtain credit yourself?	____	____	____
5. Do you try to have a positive attitude?	____	____	____
6. Do you have bad breaks?	____	____	____
7. Do you approach your work confidently?	____	____	____
8. Do you think your friends are more capable than you are at most things?	____	____	____
9. Do you try to improve your attitudes?	____	____	____
10. Do you feel others are luckier than you are?	____	____	____
11. When you fail, do you come right back?	____	____	____

	Never	Sometimes	Always
12. Do you treat customers and co-workers as though they are important?	____	____	____
13. Do you expect to succeed?	____	____	____
14. Are you honest?	____	____	____
15. Are you willing to accept more responsibility on your job?	____	____	____
16. Are you free from bad habits which will hinder your progress?	____	____	____
17. Do you discharge your duties promptly and efficiently and with little or no supervision?	____	____	____
18. Do you finish the things you start?	____	____	____
19. Do you feel your present job can help you in your future career?	____	____	____
20. When you see your friends succeed, do you wish you were doing what they are?	____	____	____
21. Do you feel that limitations are things you put on yourself?	____	____	____
22. Do you try to appreciate, understand, and show a sincere interest in customers and co-workers?	____	____	____
23. Do you try to learn as much as you can at work?	____	____	____
24. At work, do you try to be a real service to the people on the job?	____	____	____

	Never	Sometimes	Always
25. Do you try to improve your memory of prices, procedure, stock locations, delivery dates, and customers' preferences?			
26. Do you work to be free from superstitions and prejudices?			
27. Do you listen attentively to what people say with out interrupting them?			
28. Do you observe closely what is going on around you and understand the significance of it?			
29. By reading and studying, do you keep informed about current events, your work, your future career, and subjects of popular interest?			
30. Can you be depended upon to keep your promises to customers and co-workers?			
31. Do you defend from unjust criticism the persons and things (company, co-workers, merchandise) with which you are identified?			
32. Do you work toward your goals?			
33. Do you measure success by money?			
34. Do you try to achieve one goal at a time?			
35. Do you believe we become what we think about, what we concentrate on achieving?			

	Never	Sometimes	Always
36. Do you believe the most useful goals are specific goals?	____	____	____
37. Do you feel successful people do not have problems?	____	____	____
38. Do you worry about past mistakes and failures?	____	____	____
39. Do you control your temper?	____	____	____
40. Do you often feel enthusiastic about something you wish to do?	____	____	____
41. Are you able to make decisions about everyday things easily?	____	____	____
42. Are you able to interest yourself in the detail of your job?	____	____	____
43. Are you careful to look on the bright side of situations?	____	____	____
45. Are you able to work pleasantly with others?	____	____	____
46. Do you believe that we receive rewards by giving service to others?	____	____	____
47. Do you try to find ways to help other people at work?	____	____	____
48. Do you believe it is important for a person in business to be civic-minded?	____	____	____
49. Do you find your dealings with others at work very frustrating?	____	____	____
50. Do you try to be cooperative?	____	____	____

	Never	Sometimes	Always
51. Do you avoid carrying tales and gossiping about others?			
52. Do you try to see the other person's point of view?			
53. Do you refrain from telling others what you think of them?			
54. Do you avoid arguments?			
55. Do you avoid making fun of others?			
56. Do you keep out of other people's business?			
57. Do you avoid finding fault with everyday little things?			
58. Do you keep your personal troubles to yourself on the job?			
59. Do you feel honesty is the way to success?			
60. Do you really enjoy your work?			
61. When you feel "down" do you try to work harder?			
62. Do you think about others on special occasions, such as their birthdays and in sorrow and happiness, and do you send them some expression of your thoughts?			
63. Do you congratulate your friends upon their achievements?			
64. Do you learn, remember, and use the names of the people you meet?			

	Never	Sometimes	Always
65. Do you know the rules of etiquette and observe them?			
66. Do you think about the rights of others before you think of your own?			
67. Do you show respect for everyone regardless of position?			
68. Are you appreciative for everything someone does for you and always thank them?			
69. Do you believe people who work hard make it unnecessarily difficult on others?			
70. Do you try to improve?			
71. Do you want to be like your present friends?			
72. Do your friends try to operate at their best potential?			
73. Do you realize how much your friends influence your achievements?			
74. Are you well-groomed?			
75. Do you do just enough to get by?			
76. Do you smile often.			
77. Do you really know that you are a unique and valuable person?			
78. Do you think about exciting possibilities in your future work?			

	Never	Sometimes	Always
79. Do you try to improve your human relations skills?	____	____	____
80. Do you feel you are mature in your attitudes, outlook,and actions?	____	____	____
81. Do you try to see yourself as others see you?	____	____	____
82. Do you feel you could increase your productivity at work?	____	____	____
83. Do you feel that wanting money is wrong?	____	____	____
84. Do you believe there is any value in accumulating wealth?	____	____	____
85. Do you believe how much money we earn is determined by how hard it would be to replace us?	____	____	____
86. Do you feel it is wrong for your employer to make a profit?	____	____	____
87. Do you realize that profit provides jobs?	____	____	____
88. Do you try to make every day count?	____	____	____
89. Do you jump from one thing to another when trying to accomplish things?	____	____	____
90. Do you try to plan your time wisely?	____	____	____
91. Do you believe that for every effect there is a cause?	____	____	____
92. When there is a problem at work or at school, do you try to be part of the solution?	____	____	____

	Never	Sometimes	Always
93. Do you get impatient with yourselft			
94. Are you patient with others?			
95. Do you feel you will be rewarded in some way if you do well at work or at school?			
96. Do you refrain from exaggeration?			
97. Do you avoid flattering people for personal gain?			
98. Do you avoid embarrassing others?			
99. Do you return what you borrow to its proper place?			
100. Do you accept at least partial blame for failures?			
101. Do you respect your parents, elders, employers, and people in authority?			
102. Do you have a tendency to try to top a remark made by a previous speaker during a conversation?			
103. Are you usually ill at ease with strangers?			
104. Are you critical and bossy?			
105. Do you ridicule people who are not present?			
106. Do you laugh at others' mistakes?			
107. Are you suspicious of other people's motives?			

	Never	Sometimes	Always
108. Do you avoid talking about yourself, what you own, and your successes?	____	____	____
109. Do you use belittling words and jokes about those with different sex, race, politics, religion, and beliefs?	____	____	____
110. Do you believe that successful people frequently ask themselves, "How can I give more service to others?"	____	____	____
111. Do you use illness as an excuse for not doing well on the job?	____	____	____
112. Do you try not to prejudge customers and other people at work?	____	____	____

ASSIGNMENT SHEET 1	HUMAN RELATIONS	IV

NAME ______________________________ SCORE ______

OBJECTIVE 12 **Unscramble terminology used in human relations.**

DIRECTIONS Unscramble the following words to find terms associated with human relations and enter them in the blanks before the correct definitions.

tttiueda
hictne
fles petoccn
scescus

ltbaiyi
pjuicride
nuham stanoiler
lemora

sluvae
alnetypriso
prestec
eattipud

________________ 1. feeling prevailing in department or facility

________________ 2. potential for learning certain skills

________________ 3. feeling or emotion

________________ 4. all the characteristics that make up a whole person

________________ 5. getting along with people and learning to accept them

________________ 6. making progress toward gaining a goal

________________ 7. how people feel about themselves

________________ 8. recognizing worth of self and others

________________ 9. a skill that has developed

________________ 10. ideas, relationships that matter to a person

________________ 11. group of people with similar values

________________ 12. pre-formed attitudes before facts are known

ASSIGNMENT SHEET 2 **HUMAN RELATIONS** **IV**

NAME ______________________________ SCORE _______

OBJECTIVE 13 **Determine values scale and attitudes.**

DIRECTIONS Decide where on the following scales you would place yourself. Discuss your placement with the class if you wish. Do not go along with the crowd just because you fear being different or because you do not want to think seriously about the issue. Also, be cautious not to always mark the middle of the scale. It would be rare for someone to always be exactly in the middle of every issue.

1. How far would you go to be popular?

1 5 10

Fearless Freddie— Do anything including risking health and safety	Aloof Alice—Do nothing at all

2. How much personal freedom do you have?

All decisions are made for you	Complete freedom of choice

3. How much freedom do you want?

All decisions made for you	Complete freedom of choice

4. How do you feel about what you wear?

Sloppy Sam—His clothes are more holey than righteous	Patty Perfectionist—Even irons underwear

5. How do you feel about fighting?

Battlefield Betty—Argues all the drop of a hat	Peaceful Paul—Love and hearts and flowers all the time, sickeningly sweet

6. How are you about making decisions?

Undecided Eunice—Can't even decide what to wear	Lightening Fast Larry—Doesn't waste a second, never at a loss for an opinion

7. How do you feel about competition?

Apathy Ann—Avoids all competition	Willy Winner—Walks over anyone one to win any way he can; it's not how he plays the game that counts, but winning, winning, winning

8. How much do you want from the family?

Arnold Apronstring—Totally dependent on family; no outside interests or friends	Independent Inez—Would rather be rid of the family

9. How do you feel about school?

Hooky Harold—Thinks school is a communist plot

Rah Rah Ruby—Loves school so much the teachers added her to the payroll

10. How much do you talk to other people?

Silent Sam

Bucket-mouth Bessie

11. What will you eat?

Health Food Freddy

Junk Food Jackie

12. How do you feel about marriage and divorce?

We-Can-Always-Get-A-Divorce

Death-Do-Us-Part

13. How do you handle money?

Generous George—Spends all, gives it away, never enough for necessities

Tightwad Twiggy

14. What percentage of the time are you happy?

0%

100%

15. How much do you worry?

Don't-Give-A-#"&@ Dan

Worry-Wart Wanda

16. How much do you try to please authority figures like supervisors or teachers?

Rebel

Apple Polisher

17. How would you raise your child?

Permissive Peter

Strict Steven

18. How many friends do you need?

Snobby Suzanne—Sends herself love letters

Friendly Fred—Buys cokes for everyone

19. How patriotic are you?

Radical Rusty—Tear down the establishment

Love It or Leave It Lawrence

20. How helpful are you to others?

Nasty Nellie—Wouldn't do anyone a favor

Handy Heloise

21. How much time do you spend watching TV and cruising main street?

Educational stations and trips to the grocery store only	Late, late, late shows and the Indianapolis 500

22. How informed are you of current events?

Nothing but the sports page and Ann Landers	Headlines to comics and the evening news on TV

23. How clearly do you write?

Penmanship Patrick	Scribble Sarah

24. How do you celebrate Halloween?

Tricky Dicky	Goody Two Shoes

25. How are you at compliments?

Can't receive one	Can't give one

26. How often do you smile?

Sullen Sally—Looks like she ate a pickle and then froze	Toothy Teresa—Forces, unnatural

27. How positive are you?

If anything can go wrong
it will

Life is just a bed of roses

Now think of at least five things that reflect your attitudes and rate yourself.

Write "X" for where you are now; "O" for where others might place you; and "W" for where you want to be.

ASSIGNMENT SHEET 3

HUMAN RELATIONS

IV

NAME ______________________________ SCORE ________

OBJECTIVE 14 **Analyze grooming habits and physical characteristics.**

DIRECTIONS Check the column which best describes your grooming habits. If you need help in any area, discuss the proper solution with someone who understands the problem or find the answer in one of the many good books on grooming, health, and etiquette.

Do you...	Most of the time	Part of the time	Never
1. Eat a well-balanced diet?	____	____	____
2. Drink plenty of liquids?	____	____	____
3. Control your weight?	____	____	____
4. Get plenty of sleep at regular hours?	____	____	____
5. Get enough physical exercise and fresh air?	____	____	____
6. Have a regular physical check-up?	____	____	____
7. Have regular dental check-ups?	____	____	____
8. Avoid being tempted by unhealthy habits?	____	____	____
9. Keep your nails clean and trimmed and cuticles pushed back?	____	____	____
10. Have a regular pedicure?	____	____	____
11. Bathe daily?	____	____	____
12. Pat your face dry with a clean towel in soft upward strokes?	____	____	____
13. Wash hair as needed?	____	____	____

Do you...	Most of the time	Part of the time	Never
14. Use a soap and shampoo appropriate for your skin and hair type?	____	____	____
15. Use an effective deodorant or antiperspirant daily?	____	____	____
16. Wear clean undergarments and hosiery daily?	____	____	____
17. Clean your face thoroughly?	____	____	____
18. Have a clear complexion?	____	____	____
19. Keep hands away from face and blemishes?	____	____	____
20. Check eyebrows for stray hairs that need to be properly removed to maintain an attractive shape?	____	____	____
21. Have your hair cut, styled, or trimmed regularly?	____	____	____
22. Wear your hair in a style which is flattering to your profile, height, and shape of your face.	____	____	____
23. Use dandruff shampoo, rinses, or conditioners if needed?	____	____	____
24. Keep your hairbrushes clean?	____	____	____
25. Brush teeth at least twice daily?	____	____	____
26. Brush teeth with correct strokes?	____	____	____
27. Use a breath freshener?	____	____	____
28. Use dental floss?	____	____	____
29. Check your full view in mirror before leaving the house?	____	____	____

	Do you...	Most of the time	Part of the time	Never
30.	Purchase clothes wisely to get as much wear as possible out of them?	____	____	____
31.	Select clothing which goes well with your hair, eyes, and complexion?	____	____	____
32.	Wear clothing with necklines and styles which compliment your physical features and which detract from problem areas?	____	____	____
33.	Keep creases in clothes straight?	____	____	____
34.	Keep clothes clean, pressed, and in good repair?	____	____	____
35.	Keep shoes polished and soles and heels repaired?	____	____	____
36.	Wear shoes with good support if you must stand for long periods of time?	____	____	____
37.	Wear complementary accessories and jewelry?	____	____	____
38.	Wear colors and patterns which flatter your shape?	____	____	____
40.	Wear hosiery which is long enough and fit properly?	____	____	____
41.	Clean out your purse or billfold to get rid of unnecessary items?	____	____	____
42.	Protect your skin and hair from sun damage?	____	____	____
43.	Smile frequently, easily, and naturally?	____	____	____

	Do you...	Most of the time	Part of the time	Never
44.	Place cologne or perfume sparingly on pulse points?	_____	_____	_____
45.	Sit, stand, and walk with correct posture and feet pointed straight ahead?	_____	_____	_____
46.	Men: Shave or keep facial hair trimmed?	_____	_____	_____
47.	Women: Remove hair from underarms and legs?	_____	_____	_____
48.	Women: Apply makeup sparingly and wisely to accent your best features?	_____	_____	_____
49.	Women: Keep makeup off clothing?	_____	_____	_____

NAME ______________________________ SCORE ______

OBJECTIVE 15 **Chart goals.**

DIRECTIONS These may be tentative or definite. Underline those you think of as definite.

PART I

Goals	Education	Vocational	Interests & Hobbies	Others (Home life, spiritual, social, etc.)
Immediate (Today, this week, or this month)				
Intermediate (This semester or this year)				
Long Range Next year				
Two Years				
Five Years				
Ten Years				

Think about the goals in the chart above and how they fit together. Try to select the goal that seems most important to you now and work it out in more detail by completing the following statements.

a. One big goal that I really want to accomplish is

____

____

b. Here is how I am going to make progress toward this goal

____

____

____

c. My deadline to turn this plan into reality is

____

____

d. Here are abilities and skills that I have that will help me to achieve this goal

____

____

e. I have detailed knowledge of the following subjects that will help me reach my goal

____

____

f. Here are areas in which I need more information, help, skill, and knowledge

____

____

g. Here are places to go and people to see for gaining knowledge, acquiring information and mastering skills

____

____

h. Here is the first step I am going to take (this week!)

____

____

i. My next three main steps will be as follows:

1) ______________________________

____

2) ______________________________

____

3) ______________________________

____

j. My deadline for completing these three steps is

____

____

____

PART II

DIRECTIONS

On a separate paper, write your autobiography. Use this outline to guide you. Use complete sentences and be neat with your work.

I. Early life
  A. Where and when born
  B. Earliest remembrances
  C. Early experiences
II. Family
  A. Size of family
  B. Number of brothers and sisters
  C. Favorite family past-time
III. Friends
  A. Who they are
  B. Things we do together

IV. School experiences

   A. Early school life

   B. Recent school experience

V. Likes and dislikes

   A. Likes

   B. Dislikes

VI. Goals for the future

   A. Educational

   B. Occupational

   C. Other

NAME ______________________ SCORE ______

OBJECTIVE 16 **Plan a self-improvement program.**

DIRECTIONS Use the following outline to plan your self-improvement program.

I. Physical Characteristics

  a. going for me

  b. disadvantages

  c. what can I change

II. Needs - which attained/need to be attained

  a. basic needs

  b. security

  c. social

III. Attitudes

  a. to encourage

  b. to change

IV. Aptitudes

  a. skills

  b. learning

V. Interests

  a. have now

  b. should develop

VI. Selected career

  a. where to research careers

  b. correlate choices with aptitudes and attitudes

  c. possible choices

VII. Requisites for career

  a. training

  b. human relations skills I need

VIII. My qualifications for career

  a. training

  b. human relations skills I have

IX. Areas to improve

  a. training

  b. human relations skills

ASSIGNMENT SHEET 6

HUMAN RELATIONS

IV

NAME ______________________ SCORE _______

OBJECTIVE 17 **Discover adjustment mechanisms.**

DIRECTIONS Label the following situations and quotations according to the dominant kind of adjustment mechanism being used by placing the appropriate letters in the blanks provided.

____ 1. "Only socialites belong to the speech club, so I don't really want to join it"

____ 2. Getting drunk because you had a fight with your girlfriend

____ 3. Mother feels that housekeeping has become too routine and, thus, takes out her frustrations on her husband and children

____ 4. "I can't get a date because I'm too tall"

____ 5 "I can't ask her out because I'm shorter than she is"

____ 6. A person gets in trouble and yells at the next person that gets in his/her way

____ 7. A person gets "nervous" and eats a lot after a disappointment

____ 8. "I couldn't come to the meeting because my car wouldn't start"

____ 9. A fragile boy imagining that he stopped a gang of crooks by himself

Adjustment Mechanisms

a. Giving up too easily ("sour grapes," rationalization)

b. Blaming someone or something else

c. Acting childish

d. Doing something else when a goal or activity failed

e. Taking out feeling on another person, group, or thing

f. Daydreaming about being whose traits you admire

g. Consciously forcing yourself not to think about unpleasant things

___10. "I don't want to talk about it"

___11. Cheating on the second test because you failed the first one

___ 12 Compulsive gambler

___13. Beating fist against the wall

___14. A girl with a weight problem who became Miss America

___15. "I really didn't want to be cheerleader anyway. It would take too much time"

___16. "I can't do that, I'm not as smart as they are"

___17. "I'd like to be like my oldest brother"

___18. "I'm a minority, poor, and from a broken home"

___19. "I have an upset stomach so I'd better go home instead of working today"

___20. "Son, I don't want you to drive that far alone at night"

___21. "I like her; she reminds me of Susie"

___22. Playing tennis to calm frustration and anger

___23. Crying, pouting, stomping out of a room, refusing to eat or talk

___24. "I'm not going to play along if you're going to do that"

___25. "I'm too busy to participate" when you really could but are afraid of being laughed at

___26. "They won't let me"

___27. "Only the popular kids get to plan the prom"

h. Developing a personality or trait or physical ability to overcome a real or imagined deficiency

i. Expressing emotions as a physical symptom

j. Covering up real problems

k. Transferring emotions to another person

ASSIGNMENT SHEET 7

HUMAN RELATIONS

IV

NAME ______________________________ SCORE ______

OBJECTIVE 18 **Recognize levels of human needs.**

DIRECTIONS Read the following situations and answer the questions about the level of human needs.

1. Sharon does not eat breakfast. She sometimes has trouble paying attention in class. All she can think of is going to lunch. What level of human need is working here?

   ____

   ____

2. The union went on strike for safer working conditions and a better insurance program even though they make high wages. What level of human need is working here?

   ____

   ____

3. Anthony stayed up late last night and feels like he is now getting a headache or cold. What level of human need is working here?

   ____

   ____

4. Art just joined the bowling team at work. What level of human need was met here?

   ____

   ____

5. Bill's Steak Place gives an employee of the month award. What level of human need is this business attempting to meet?

   ____

   ____

6. Jerry and Juanita own a small business. They have a picnic and softball tournament each spring for their employees and their families. What level of human need are they attempting to meet?

7. David bought a small appliance from Mary's Gifts and Hardware Store. May offers her personal guarantee that she will replace or repair all appliances that break during the first year of use. What level of human need is being met here?

8. Nancy, Terry, and Helen ate pizza late last night and now have stomach aches. What level of human need is preventing them from doing their work?

9. Beth is retiring next month. She feels that she has had and will continue to have a good, well-wounded life. She is healthy, financially secure, still interested in learning new things, has a happy family, is active in her church and clubs, and just received the award for being an outstanding manager in her company. What level of human needs has Beth reached?

10. Bennie is a supervisor at the local plant. He has two employees, Francis and Lewis, who did an excellent job last week. Consequently, Bennie made a special effort to tell them what a good job they are doing. To what level of human need was Bennie appealing?

11. Harry really doesn't like himself. Consequently, he is constantly attracting attention to himself. He has needs at what level?

NAME ______________________________ SCORE ________

OBJECTIVE 19

Determine solutions to problems.

Bob has just graduated from high school. He was sharp and definitely college material. For the last two years of high school he had to work to help support his widowed mother and three younger sisters.

He received a scholarship that covered tuition and books but not room and board. His boss offered him a small raise, or he would write a recommendation to get him a comparable job with comparable pay with the same company in the town where the university was located.

With a college education Bob would qualify for a much better position in the long run; however, there would only be enough money to support himself. What should Bob do?

Problem? ______________________________________

____

Facts? ____

____

Weigh? ____

____

Objective? _____________________________________

____

Decision? ______________________________________

____

Action ____

____

Possible results _________________________________

____

Mary was the daughter of a minister. She had always tried to practice the value of honesty and integrity her parents taught her. She was nominated as outstanding student of the year based on character, personality, and achievement. Her only real competition was Ann, a girl whom Mary had seen cheating on a test. Ann had also signed her mother's signature on an absentee form so her mother would not know she had skipped school. Only Mary had seen her do this. If Mary told, Ann would be eliminated. Mary might win anyway. What should Mary do?

Problem? ______________________________

____

Facts? ______________________________

____

Weigh? ______________________________

____

Objective? ______________________________

____

Decision? ______________________________

____

Action ______________________________

____

Possible results ______________________________

____

____

Barbara was in two classes with Juan. They frequently walked to class and worked on assignments together and had become good friends. Juan asked Barbara to go to the prom with him next month. She accepted. When she told her parents they said they did not approve because Juan was Hispanic. Barbara said she had already given her word and refused to hurt Juan's feelings. Barbara's parents said that as long as she was determined to go they would not pay for a dress or shoes. Barbara had no money of her own. What could she do?

Problem? ____________________

____

Facts? ____________________

____

Weigh? ____________________

____

Objective? ____________________

____

Decision? ____________________

____

Action ____________________

____

Possible results ____________________

____

____

ASSIGNMENT SHEET 9

HUMAN RELATIONS

IV

NAME ______________________________ SCORE ________

OBJECTIVE 20 **Interpret how to reasonably disagree.**

DIRECTIONS Can you solve the following problems with no one involved losing face?

PART I You are a clerk in a hardware store. A customer returns a drill purchased on sale. Signs all over the store say, "All sales final." He says it is the wrong size and he wants to exchange it. You remind him that you cannot exchange it because the one he wants is not on sale. He starts to get angry. How might you resolve this so you do not lose a customer?

____

____

____

____

A young married couple are furnishing a home. The husbands's aunt gave them a coffee table that is too large, doesn't fit in with the decor, and is ugly. The wife doesn't want it. Because the aunt is coming to visit, the husband insists it must be where the aunt can see it is being used. The wife says she goes or the table goes. How can this be solved reasonably?

____

____

____

____

An efficient secretary is blamed for some missing papers. The boss is in a hurry and cross. It turns out a typist in the office had misplaced them. The boss apologizes but indicates to the secretary that she should have never allowed this to happen. The secretary is angry because she is very conscientious and felt she was wronged. How can this be resolved reasonably?

____

____

____

____

PART II

DIRECTIONS

In the workplace today there are many complex tasks that an employee must be able to learn on the job. During this learning and growing process, you must be able to recognize negative and positive criticism in order that you may be able to resolve conflicts. Look at the case studies below and answer the questions.

Craig was a new employee at the local grocery store. One of his duties was to mop the floor every night after the store had closed. The morning store manager told the afternoon store manager that his new employee, Craig, was lazy because the corners of the floor were not being mopped. The evening store manager confronted Craig and repeated what the morning manager had said about his being lazy.

Was the criticism ______ negative? ______ positive?

How would you have handled it?

____

____

____

____

Sarah and Jane were co-workers in a department store and they were each assigned two display windows to plan and set-up. After the windows were completed, a fellow employee stood back and complimented both girls on their selection of merchandise they had chosen to display. Sarah's display was arranged poorly and needed some changes to create a more attractive balance. The fellow worker stated, "Sarah, the merchandise you have selected makes a statement to the customers, but the items are so closely grouped together they tend to hide the good features."

Was the criticism _____ negative? _____ positive?

How would you have handled it?

____

____

____

____

ASSIGNMENT SHEET 10

HUMAN RELATIONS

IV

NAME ______________________________ SCORE ______

OBJECTIVE 21 **Evaluate how to get along with others.**

DIRECTIONS A successful person should know how to get along with others. By the results of this self-test, you will see how you are doing. Circle your answers.

1. You meet a person you immediately do not like. You would:
   a. Try to find a topic of conversation of common interest.
   b. Avoid the person.
   c. Try to put the person in their place.
2. You are offered a job for which you are not fitted. You would:
   a. Admit your inadequacy and offer to learn on the job.
   b. Refuse to try.
   c. Try to bluff through it.
3. When dealing with people, such as sales representatives or waitresses, you:
   a. Usually smile and say something pleasant.
   b. Are nice if they are pleasant to you.
   c. Treat them impersonally.
4. You have been overcharged or undercharged in a business transaction. You would:
   a. Ask the person to recheck the bill.
   b. Pay the bill without saying anything.
   c. Tell the person they have cheated you.

5. When you meet a person who is handicapped, you:

   a. Treat the person as you would anyone else.

   b. Go out of your way to be especially nice.

   c. Try to avoid the person.

6. A friend has just bought an outfit which you think is unbecoming. They ask if you like it. You would say:

   a. "Yes, I like the color. What would you think about changing the length of the pants?"

   b. "How's the weather today?"

   c. "It looks terrible."

7. You honestly feel that you:

   a. Are interested in most people.

   b. Are only really comfortable with your own clique.

   c. Are bored with most people.

8. In a store you are in no hurry, but the person after you is rushed. You:

   a. Suggest that the person go ahead of you.

   b. Make your selection because it is your turn.

   c. Take an extra long time just to calm them down.

9. When you meet people of different races or religions, you:

   a. Consider them as human beings like yourself.

   b. Have a secret feeling of fear.

   c. Are convinced your way of life is superior.

10. After a picnic you find there is no trash basket. You would:

   a. Take the papers, bottle, and food home with you.

   b. Try to hide the trash on the property.

   c. Leave it on the ground.

ASSIGNMENT SHEET 11 **HUMAN RELATIONS** **IV**

NAME ______________________ SCORE ______

OBJECTIVE 22 **Explain how to solve everyday human relation problems.**

DIRECTIONS Write your reaction to the following situations.

1. You are in a grocery store when a small child starts whining and the mother slaps the child.

   You are the clerk at the cash register. How do you feel? How do you act?

   ____

   ____

   ____

   You are another customer. How do you feel? How do you act?

   ____

   ____

   ____

   You are the manager. How do you feel? How do you act?

   ____

   ____

   ____

   It is your child. How do you feel? Why did you act that way?

   ____

   ____

   ____

2. You see a boy snatch an old lady's purse. How do you feel? How do you act?

____

____

You recognize the boy who is a friend of your sister. How do you feel? How do you act?

____

____

You do not recognize the boy but it is your grandmother's purse. How do you feel? How do you act?

____

____

3. You are working in a fast food restaurant. Another waiter/waitress takes the tip that was left at your table. How do you feel? How do you act?

____

____

ASSIGNMENT SHEET 12

HUMAN RELATIONS

IV

NAME ______________________________ SCORE ________

OBJECTIVE 23 **Discuss responsibilities toward a job.**

DIRECTIONS Read each of the following case study problems and decide which responsibilities could have been solved or avoided.

This assignment may be done by an individual or by small groups. The individual or a group leader should lead the class discussion on possible solutions. Share with the class any personal experiences or observations of broken work rules that have caused problems on a job.

NOTE: The case studies can also be used for role playing a discussion between a supervisor and student-trainee.

1. Roger Fads works for a manufacturer of building and home improvement supplies. Because he often must do heavy, dirty work, it is not necessary for him to wear dress clothes. Therefore, he usually wears his old jeans with the knees worn out and one of his t-shirts with the picture of a marijuana leaf or a wine bottle. What responsibilities apply in this situation?

   ____

   ____

   ____

2. Bertha Breaks works in small jewelry store with only one other employee. As soon as Bertha arrives at work the other employee can go on a break and then do some bookkeeping duties which cannot be done until someone comes to help the customers.

   However, because Bertha has such little time between school and work she asked if she could also have a break. Also, Bertha's mother now calls frequently to give her a short shopping list to fill during her break, and Bertha sometimes calls her mother to ask about borrowing the family car after work. What responsibilities are involved in this situation?

____

____

____

3. Lawanda Late works at a flower and gift shop. She is an excellent employee except for one problem. Lawanda has difficulty getting to work on time on Saturday mornings after a late date on Friday nights. She just doesn't hear her alarm go off and has also left work early several afternoons. After her teacher-coordinator talked to her training station sponsor, what responsibilities do you suppose the teacher-coordinator discussed with Lawanda.

____

____

____

4. Susan Shy is a timid girl who works in the ladies ready-to-wear department of a well-known chain of department stores. She is very good about assuming new responsibilities. For example, after she quickly finished marking a shipment of blouses she asked the head of the department to show her how to operate the ticket printing machine and how to figure the cost code. However, when it became time to display the blouses several of the plastic bags protecting the blouses were so badly wrinkled that they looked like old merchandise. Consequently, several of these blouses had to later be marked down in order to sell. What responsibilities are involved in this situation?

____

____

____

5. Martha Messy works in an exclusive women's boutique. The owner of the shop became outraged when Martha carelessly mixed shoe sizes when placing the shoes back in their boxes. Martha also returned a box of scarves to the wrong shelf and left a box of pantyhose laying on the counter. "I told you several times to handle the merchandise more carefully," the owner said sharply. Martha didn't know how to react. What responsibilities are involved in this situation?

6. Stanley Stand just got fired. His explanation is the following: "The boss seemed to have a good reason for cutting back on the number of employees at this time, but I think he really just doesn't like me. The boss mentioned once that I didn't seem interested in the job. Heck, I'm going to be a lawyer. I just want to work in a men's clothing store to get through seven years of college. I don't need to know how to do all that stuff in the store. Besides, the boss always got mad if I just stood around a minute. He and the other employees are always standing around talking to each other when there aren't customers in the store. They expected me to do my work and their work too, especially if it was dirty work." Stanley does not seem to be aware of which responsibility?

7. Cynthia Sit is a waitress at Delicious Steak Place. Toward the end of the day Cynthia is very tired, so she sits down in the booths while cleaning off the tables. She figures that she deserves a rest considering the low wages she is paid. What responsibilities are involved in this situation?

8. Peggy Pretty works in a fabric shop. Her employer had second thoughts about hiring Peggy because Peggy began to wear a lot more make-up. She also began to wear short dresses or low cut pants which were not practical for lifting and stooping. Peggy sometimes wore jeans to school but changed clothes when she got to work, which took about ten minutes of her work time. What responsibilities are involved in this situation?

9. Sticky-Fingers Sally had been observed using the office postage stamps for personal letters. Her employer ended up firing Sally. Was the employer justified in letting Sally go? Will Sally fully understand why she was dismissed without an understanding of the responsibilities?

10. Patty Perfume works in a nursing home. Several ill patients have complained that her cologne is too strong. Is Patty's heavy use of cologne a violation of basic responsibilities?

11. Beautiful Beulah works in a beauty shop. She is frequently late returning for lunch. Her customers have often become angry and impatient. If you owned the beauty shop, what would you do to solve this problem?

ASSIGNMENT SHEET 1

1. morale
2. aptitude
3. attitude
4. personality
5. human relations
6. success
7. self-concept
8. respect
9. ability
10. values
11. ethnic
12. prejudice

Criteria for evaluating Assignment Sheets 2, 3, 4, 5, 8, 9, 11, 12, and 13.

- Followed directions
- Answers legible
- Assignment completed as assigned
- Participated in class discussion

Instructor may assign a point value for each Assignment Sheet completed.

ASSIGNMENT SHEET 6

1. a
2. d
3. e
4. a
5. a
6. e
7. d
8. b
9. f
10. g
11. d
12. d
13. d
14. h
15. a
16. a
17. f
18. b
19. i
20. k
21. k
22. d
23. c
24. c
25. a
26. a
27. a

ASSIGNMENT SHEET 7

1. Physiological
2. Safety
3. Physiological
4. Attention/esteem
5. Esteem
6. Attention
7. Safety
8. Physiological
9. Self-realization
10. Esteem/attention
11. Attention

ASSIGNMENT SHEET 10

Scoring

Give yourself 5 points for every "a" answer, 3 points for every "b" answer, and no points for "c" answers. Add up your score.

Analysis

35 to 50 points: You are very good in your relationships with others because you respect others and greet them with interest and courtesy. You are liked by your friends and those with whom you deal in a casual way.

18 to 34 points: You do very well with others most of the time, but you are sometimes self-centered and forget to put yourself in the other person's shoes. Try working toward more of those "a" answers, and you will find that living is more pleasant than it is now.

0 to 17 points: You are having trouble either because you are too shy or too aggressive. You know which! Good human relationships are like anything else in life; they take practice. Select someone you admire. Analyze his or her actions; then adapt those traits to your personality.

WRITTEN TEST

HUMAN RELATIONS

IV

OBJECTIVE 1

Match terms associated with human relations. Write the correct letter in the blank.

____ 1. Behavior used to cope with difficulties

____ 2. Recognizing the worth of self and others

____ 3. Getting along with people; accepting them as they are

____ 4. Feelings or emotions

____ 5. All the physical, mental and emotional characteristics that make up a whole person

____ 6. Pre-formed attitudes or judgments without all the facts

____ 7. How people feel about themselves

____ 8. Group with similar customs

a. Human relations

b. Personality

c. Respect

d. Success

e. Morale

f. Ethnic group

g. Prejudice

h. Defense mechanism

i. Attitude

j. Self-concept

k. Ability

l. Aptitude

OBJECTIVE 2

Select from a list reasons for studying human relations. Write the correct letters in the blanks.

___ 1. Human relations usage and training are important because

a. efficiency remains the same

b. allows more employee turnover

c. produces more interest in work and improves social relationships

d. only the employers opinions are important

____2. The ability to get along with others is important on the job because

a. you are representing yourself

b. you need to impress others to be accepted

c. you are expected to be able to work as member of a team

d. you will have more chance of getting your own way

____3. As an ambassador or representative of your company, you will be expected to

a. treat all customers equally

b. give special service to the customers you like

c. wait on the customers who look like they have more money

d. refuse to wait on customers who are rude to you

____4. Human relations skills are not important when

a. living at home

b. working on an assembly line

c. waiting on customers

d. reading a book

____5. Reaching one's goals often depends upon the ability to get along with others.

a. true

b. false

____6. There are fewer service organizations today, so there is less need for people to have good human relations skills.

a. true

b. false

___ 7. Human relations skills are the basis of cooperating with others to achieve a goal.

a. true

b. false

___ 8. Human relations skills will enable you to understand others more easily.

a. true

b. false

___ 9. Human relations skills do not effect whether or not you keep your job.

a. true

b. false

___ 10. Human relations skills will help you enjoy interaction with people on your job more so that you will be more satisfied with your job.

a. true

b. false

OBJECTIVE 3 **List physical and emotional characteristics of personality.**

____

____

____

____

____

____

____

____

OBJECTIVE 4 **Identify basic needs that influence lifestyles.**

1. Physiological ____

____

____

2. Safety and security ____

____

____

3. Attention needs ____

____

____

4. Esteem and self-respect ____

____

____

5. Self-actualization ____

____

____

OBJECTIVE 5 **Identify characteristics of attitude and the effects on behavior.** Write an X in the blank before each correct answer.

____1. We are born with our attitudes.

____2. Our attitudes reflect the way we feel about others.

____3. The way we feel about ourselves affects the way we behave and react to different situations.

____4. Attitudes can be changed.

____5. Acting "macho" impresses employers.

____6. Employers value an employee who has a positive attitude.

____7. The people you come into contact with get the same impression of you as you have of yourself.

____8. People do not form attitudes about others based on race.

___ 9. A person's attitude about someone affects their dealing with that individual on a business or personal level.

___ 10. Positive attitudes can increase a person's chances to succeed.

OBJECTIVE 6

List problem solving steps and decision making skills.

1.____

2.____

3.____

4.____

5.____

6.____

7.____

OBJECTIVE 7

Identify coping skills used to deal with different types of problems. Give examples of the following defense mechanisms:

1. Giving up too easily, "sour grapes" rationalization

____

____

____

2. Blaming someone or something else when problems arise

____

____

____

3. Acting childish

____

____

____

4. Taking out feelings on another person, group or thing

5. Daydreaming about being like someone whose traits you admire

6. Consciously forcing yourself not to think about unpleasant things

7. Covering up real problems

OBJECTIVE 8

Identify employee responsibility toward employer, co-workers, and customers. Write the correct letter in the blank which identifies the resposibility employees should exhibit.

____1. Sam was bored with his job.

____2. Paula used company stamps to mail a personal letter.

____3. Sue did only what her supervisor told her to do.

____4. Jim wouldn't work with Mark because of personal problems.

____5. Brenda dragged into work everyday and always worked very slowly.

a. cooperation

b. initiative

c. honesty

d. willingness to learn

e. following directions

f. neat appearance

___ 6. Jake did the same tasks day after day but felt threatened when new equipment was moved.

___ 7. Mary wore the latest "mod" styles to work and dyed her hair to match.

___ 8. Joe hurt others' feelings when he made personal comments about co-workers as a joke.

___ 9. Helen called her mother every day on the office phone during work hours.

___ 10. Max always had to ask how to make a delivery after he had already been told, because he didn't listen.

___ 11. Debra was always finding excuses for being five to ten minutes late for work.

___ 12. Ben was always late with his paper work and left some tasks unfinished.

___ 13. Mike told other people to go to another store to purchase groceries instead of encouraging them to shop at the store where he worked.

___ 14. Suzanne was always making comments about what was wrong with everything around her.

g. not visiting too much

h. punctuality

i. dependability

j. enthusiasm

k. loyalty

l. positive attitude

m. tactfulness

n. interested

OBJECTIVE 9

Identify ways an employee can get along with co-workers, employers, and customers. Write an "X" in the blank before each true statement.

___ 1. Pretend to know all about the business.

___ 2. Accept the authority of the supervisor.

___ 3. Handle merchandise and supplies respectfully.

___ 4. When a supervisor suggests a change in the way you do your job you should do it the way they want it done.

___ 5. Know all your co-workers by name.

____6. If no one introduces you to the other employees, just go about your business and ignore them.

____7. Do not smile at anyone who does not smile at you first.

____8. Listen, ask questions, and thank the other employees who try to be helpful.

____9. Treat each customer as a guest, the customer is the reason the business exists.

___10. Customers can help themselves and come find you when they need you.

___11. Argue with a customer if you know you are right.

___12. Realize that there will be some difficult customers and that you must be tactful.

___13. Respond to a flirt by slapping them.

___14. Politely avoid complainers and respond in a positive cheerful manner.

___15. Passive behavior is to act positively, to affirm or declare.

___16. Aggressive behavior is submitting or yielding to someone in authority.

___17. Negative behavior brings out all the errors and mistakes that a person has made.

___18. Positive behavior emphasizes the good things that are happening and acknowledges the problems by finding solutions.

OBJECTIVE 10

Evaluate the need for good study habits and pride in work, at school, and on the job. Read the following examples and give suggestions as to how the individuals could improve their performance on the job.

1. Candy was a secretary in an insurance office. It was her job to code and file all the insurance papers that had been submitted by clients for a claim. Her desk was always a mess and several times papers had been misplaced and could not be located. Her supervisor made some suggestions to her on how she could organize her work area, but Candy resented being told how to do her job. How can Candy improve her performance and keep her job?

   ____
   ____
   ____
   ____
   ____
   ____
   ____

2. Tim was a checker-cashier at the local grocery store. He enjoyed his job because he got to meet so many interesting people. At the end of the day he always had a problem matching up his tape with the cash in the drawer. He had errors on the tape that he couldn't remember how he had resolved them. Consequently, he spent over an hour each evening trying to straighten out his cash with the tape. His employer told him he would have to solve his problem or he would be fired. What can he do to solve his problem?

   ____
   ____
   ____
   ____
   ____
   ____

3. Mindy was an auto mechanic at a large car dealership. She was doing the best she could do, but sometimes she made mistakes on interpreting the computer readouts on the diagnostic machine. Because of her errors, she was kidded by her fellow workers about learning how to read the machine correctly. She thought they were discriminating against her because she was female, so she got mad and reported them for sexual harassment. In the investigation, it was discovered that they were not teasing her because she was female, but because she was too stubborn to allow anyone there to teach her how to correctly use the machine. What can Mindy do to solve her dilemma?

____

____

____

____

____

4. Kent was a salesman at a department store. He was shy, and was afraid to approach people to ask them if they needed help. He was afraid to ask questions of the other employees, and he just stood around afraid to ask what his job responsibilities were. His supervisor started noticing that his sales were very low, and he talked to him about his problem. How could Kent improve his work performance and keep his job?

____

____

____

____

OBJECTIVE 11 **List the benefits of setting goals and how goals affect individual growth.** Give 2 short-term goals you have, 2 intermediate goals, and 2 long-term goals. Explain how you will achieve the long term goals.

____

____

____

____

____

____

____

____

____

____

____

____

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 12	**Unscramble terminology used in human relations.**	SCORE _______
OBJECTIVE 13	**Determine values scale and attitudes.**	SCORE _______
OBJECTIVE 14	**Analyze grooming habits and physical characteristics.**	SCORE _______
OBJECTIVE 15	**Chart goals.**	SCORE _______
OBJECTIVE 16	**Plan a self-improvement program.**	SCORE _______
OBJECTIVE 17	**Discover adjustment mechanisms.**	SCORE _______
OBJECTIVE 18	**Recognize levels of human needs.**	SCORE _______
OBJECTIVE 19	**Determine solutions to problems.**	SCORE _______

OBJECTIVE 20	**Interpret how to reasonably disagree.**	SCORE ________
OBJECTIVE 21	**Evaluate how to get along with others.**	SCORE ________
OBJECTIVE 22	**Explain how to solve everyday human relation problems.**	SCORE ________
OBJECTIVE 23	**Discuss responsibilities toward a job.**	SCORE ________

WRITTEN TEST ANSWERS

HUMAN RELATIONS

IV

OBJECTIVE 1

1. h
2. c
3. a
4. i
5. b
6. g
7. j
8. f

OBJECTIVE 2

1. c
2. c
3. a
4. d
5. a
6. b
7. a
8. a
9. b
10. a

OBJECTIVE 3

Physical	Emotional
1. Body structure	1. Behavior
2. Body appearance	2. Feelings
3. Self-image	3. Values
4. Self-confidence	4. Attitudes
	5. Religious beliefs

OBJECTIVE 4

1. food, water, air, shelter, clothing, sex, sleep - physical survival needs
2. being free from injury or harm, life insurance, job security
3. social acceptance and belonging to a group, social activity, peer acceptance or being a member of a group or team
4. positive feedback that a person gets from others, feeling good about oneself, being proud of a job well-done
5. the feeling of having achieved one's goal, exhilaration of success

OBJECTIVE 5

2, 3, 4, 6, 7, 9, 10

OBJECTIVE 6

1. Recognize the problem
2. Get the facts
3. Weigh the facts
4. Determine the goal or objective
5. Make a decision on one solution from many possibilities
6. Take action
7. Check results

OBJECTIVE 7

1. "I didn't want that anyway," "I can't do all the work they expect me to do," "I'd stop smoking, but I'd gain weight," any other similar type answer.
2. Having a new excuse every day for being late, "The teacher didn't explain it right," "I couldn't do my assignment because the library was closed" (when they didn't even try).
3. Crying or pouting when things don't go their way.
4. When something doesn't go right a man goes home and beats his dog or yells at his wife.
5. Linking oneself to a successful football team, employer, older brother or sister.
6. "I don't want to think about it."
7. Trying to cover up the existence of problems so they will not have to be dealt with.

OBJECTIVE 8

1. n
2. c
3. b
4. a
5. j
6. d
7. f
8. m
9. g
10. e
11. h
12. i
13. k
14. l

OBJECTIVE 9

2, 3, 4, 5, 8, 9, 12, 14, 17, 18

OBJECTIVE 10

Evaluated to the satisfaction of the instructor.

1. Candy needs to organize her desk and set goals for getting paper work filed in a timely manner. She also needs to realize her supervisor is suggesting ways she can improve for performance. She needs to respect the advice of her supervisor.
2. Tim needs to concentrate more on his accuracy in using the cash register and counting change to the customers. He needs to visit with customers. He needs to visit customers less and when he makes errors he needs to make a note on the cash-tape.
3. Mindy needs to realize that her success as an auto mechanic depends on her being able to correctly use the equipment - not because she is being discriminated against. If she doesn't know how to operate the equipment she needs to ask someone to show her.
4. Kent can force himself to approach customers to find out what they are looking for to overcome his shyness. When he doesn't know how to do something he needs to ask the supervisor. He was hired to make sales and if he doesn't he will lose his job.

OBJECTIVE 11

They give direction and purpose to actions, they let a person know when they have succeeded, and help bring about desired conditions or results.

OBJECTIVES 12-23

Refer to answers to Assignment Sheets 1 through 12.

OBJECTIVE SHEET

LEGAL AWARENESS - CHILD LABOR REGULATIONS

V

INTRODUCTION

Child labor laws are established to protect minors under the age of 18 in industry. The law states the age, educational, and physical standards a child must meet before they can be legally employed. The laws protect their life, health, and safety, prevents child exploitation, extends time a child must receive an education, and improves wages and working conditions for adult workers. As an employee and future adult worker, legal awareness of child labor laws, Federal Wage and Hour Laws, and Worker's Compensation Laws are important in the enterprise system.

UNIT OBJECTIVE

After completing this unit, the student should be able to describe how child labor regulations affect where a minor under the age of eighteen may be employed, time standards for employment, and how child labor regulations protect the employer. Also the student will be aware of the Wage and Hour Law and Workers' Compensation Act.

The student will show these competencies by completing the assignment sheet and written test with a minimum score of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with labor regulations to their correct definitions.
2. Discuss the development of child labor laws.
3. State who is protected in the child labor provision.
4. Identify time standards of employment of fourteen- and fifteen-year-old minors according to the Fair Labor Standards Act.
5. Select occupations fourteen- and fifteen-year-old minors may be employed in according to the Fair Labor Standards Act.

6. State who enforces the laws dealing specifically with the protection of children in industry for Oklahoma.

7. Select occupations in which it is a violation for a fourteen- and fifteen-year-old to work in Oklahoma.

8. Identify restrictions on employment of children under sixteen years of age in Oklahoma.

9. State how a minor may be employed where alcoholic beverages are sold or dispensed in Oklahoma.

10. Explain the education qualification required of a minor before gainful employment.

11. State the exception to the statute concerning individuals under the age of sixteen working in the evening.

12. Select exemptions to the Child Labor Provisions of the Fair Labor Standards Act.

13. Identify hazardous occupations for minors under the age of 18 in non-agricultural occupations.

14. Arrange in order penalties imposed on employers for child labor violations of the Fair Labor Standards Act.

15. Discuss how employers may protect themselves against a violation of the child labor provision.

16. Identify who is covered under the Federal Wage and Hour Law.

17. State provisions of the Federal Wage and Hour Law.

18. Explain tip credit with respect to tipped employees under the Federal wage and Hour Law.

19. List benefits of the Workers' Compensation Act.

20. Explain who is covered and when coverage begins under the Workers' Compensation Act.

21. State when accidents should be reported that occurred on the job.

22. Analyze child labor employment situations. (Assignment Sheet 1)

SUGGESTED ACTIVITIES

LEGAL AWARENESS - CHILD LABOR REGULATIONS

V

PREPARATION

- Review unit, study specific objectives, and plan presentation.
- Order materials to supplement unit.
- Arrange for equipment.
- Ask a representative from the Department of Labor to speak to the class on child labor laws, rules, and regulations.

  NOTE: Please provide guest speaker with specific topic relevant to the unit of instruction ahead of time.
- Develop a bulletin board display illustrating employer-employee laws.
- Ask students to present summary of newspaper clippings of child labor regulations.
- Have students compose a list of jobs available in the community.
- Classify job as to

  1) employment under 14
  2) limit hours and occupation for employee under 16 with work permit
  3) employment occupations restriction under 18 with work permit

DELIVERY

Objective 1

- Discuss terminology with students and let them ask questions.

Objectives 2 through 21

- Ask guest speaker from the Department of Labor to speak to the class.
- Distribute pamphlets from the Department of Labor concerning child labor laws.
- Use Supplement 1 to explain minimum wage and child labor.

APPLICATION

Objective 22

- Use Assignment Sheet 1

EVALUATION

Pretest

- Pretest qualifying students.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.

SUGGESTED RESOURCES

Literature

- *Child Labor Requirements in Nonagricultural Occupations*. U.S. Department of Labor WH Publication 1330. Rev. July 1978.
- *Child Labor*, State of Oklahoma Department of Labor, Employment Standards Division, (Folder No. 12-A.) Rev. 1979.

UNIT REFERENCES

- *Child Labor*, State of Oklahoma Department of Labor. Employment Standards Division, (Folder No. 12-A.) Rev. 1979.
- *Child Labor Requirements in Nonagricultural Occupations*, U.S. Department of Labor WH Publication 1330, Rev. July 1978.

- Jackson, Gordon E. *Labor and Employment Law Desk Book*, Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1986.
- *Handy Reference Guide to the Fair Labor Standards Act*, U.S. Department of Labor WH Publication 1282.

PRETEST ANSWERS

LEGAL AWARENESS - CHILD LABOR REGULATIONS

V

OBJECTIVE 1

1. g
2. k
3. n
4. w
5. d
6. s
7. h
8. a
9. u
10. l
11. p
12. x
13. f
14. j
15. v
16. b
17. i

OBJECTIVE 2

Child labor laws established health and safety regulations, wage and hour standards, prohibited and regulated employment in certain occupations, depending on age of the minor which may be injurious to health or morals or hazardous to their life.

OBJECTIVE 3

Answer should include the following:

- Employees engaged in interstate commerce
- Employees who work in places that produce goods for interstate commerce
- Employees under the age of 18

OBJECTIVE 4

3, 4

OBJECTIVE 5

2

OBJECTIVE 6

The Commissioner of Labor for the state

OBJECTIVE 7

2, 4

OBJECTIVE 8

1, 3, 4

OBJECTIVE 9

Answer should include the following:

- Where alcohol does not exceed 1/2 of 1% measured by volume or 3.2% measured by weight sold or dispensed for consumpton on the premises
- Where sales do not exceed 25% of gross sales

OBJECTIVE 10

Answer may include any of the following:

- Must be able to read and write simple sentences in the English language.
- Shall have attended some school during the preceding year under the compulsory attendance laws of the state.

OBJECTIVE 11

- Children who reached their fifteenth birthday may work in moving picture theatres as ushers, cashiers, and at concession stands until 11 p.m.
- This section does not apply to employment of children not residents of the state of Oklahoma to perform in licensed theatres or other places of public amusement.

OBJECTIVE 12

2

OBJECTIVE 13

1, 4

OBJECTIVE 14

1. Civil money penalty
2. $1000 fine
3. Six months imprisonment
4. By injunction

OBJECTIVE 15

Answers should include the following:

- Keep on file an officially executed employment or age certificate for each minor under 16 for state law and under 18 for federal law.

OBJECTIVE 16

d

OBJECTIVE 17	Answers should include any three of the following • Minimum wage rate of $3.35 an hour • Regular time 40 hours a week • Overtime pay provisions. Beyond 40 hours a week an hourly overtime rate of 1 1/2 times the regular rate. • Wage discrimination prohibited
OBJECTIVE 18	Tip credit which an employer may claim with respect to tipped employees is 40 percent of the applicable minimum wage.
OBJECTIVE 19	1. Medical benefits 2. Income benefits
OBJECTIVE 20	Applies to every employee hired in the State of Oklahoma who is injured in the State of Oklahoma. Exceptions are some household workers, some agriculture or horticulture workers, federal government employees, and licensed real estate brokers paid on commission. Coverage begins the first day of employment
OBJECTIVE 21	Job related accidents should be reported immediately to your supervisor.
OBJECTIVE 22	Refer to answers to Assignment Sheet 1.

PRETEST

LEGAL AWARENESS - CHILD LABOR REGULATIONS

V

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with labor regulations to their correct definitions. Write the correct letter in the blanks. (Question is continued on the following page.)

____ 1. Person who works or provides services for another for wages, salary, or other compensation

____ 2. Court order requiring a party or parties named to perform or refrain from performing some act

____ 3. Transportation of goods and services within a state

____ 4. To make stipulations

____ 5. Buying and selling of goods and services

____ 6. First step in national regulation of child labor

____ 7. Undertaking a business

____ 8. Person who is instructed and works for a craftsman for a specified time

____ 9. Trade, work, or activity pursued as the source of one's livelihood for wages

____ 10. Transportation of goods or services between two or more states

____ 11. Rule of conduct enforced by government

____ 12. Disregard laws, rules, or regulations

a. Apprentice
b. Civil law
c. Collate
d. Commerce
e. Dispensation
f. Domestic service
g. Employee
h. Enterprise
i. Fair Labor Standards Act
j. Hazardous
k. Injunction
l. Interstate commerce
m. Intervene
n. Intrastate commerce
o. Judiciary
p. Laws
q. Knowledge
r. Mercantile

___13. Relating to household employment

___14. Involving danger

___15. Employment of minors under the age of sixteen in any of the jobs covered by the Fair Labor Standards Act and the employment under eighteen in jobs of minors declared by the Secretary of Labor to be especially dangerous

___16. Relating to an individual's rights and to the legal proceedings involving such rights

___17. Federal legislation dealing with child labor today

s. National Recovery Administration

t. Negate

u. Occupation

v. Oppressive child labor

w. Provisions

x. Violation

y. Wages

OBJECTIVE 2 **Discuss the development of child labor laws.**

How have child labor laws evolved for the betterment of the minor under the age of eighteen?

OBJECTIVE 3 **State who is protected in the child labor provision.**

OBJECTIVE 4

Identify time standards of employment of fourteen- and fifteen-year-old minors according to the Fair Labor Standards Act. Write an "X" in the blank before each statement that is a time standard of employment of fourteen- and fifteen-year-old children to work.

___ 1. May work 8 hours a day

___ 2. Accumulate up to 50 hours a week when working

___ 3. Work during the hours of 7 a.m. to 7 p.m.

___ 4. May not work more than 3 hours on school days.

OBJECTIVE 5

Select occupations fourteen- and fifteen-year-old minors may be employed in according to the Fair Labor Standards Act. Write an "X" in the blank to the left of the statement that is a legal occupation for a fourteen- and fifteen-year-old-minor.

___ 1. Change oil on a vehicle that is on a lift apparatus.

___ 2. Price marking

___ 3. Fry cook

___ 4. Working on oil rig

OBJECTIVE 6

State who enforces the laws dealing specifically with the protection of children in industry for Oklahoma.

____

____

OBJECTIVE 7

Select occupations in which it is a violation for a fourteen- and fifteen-year-old to work in Oklahoma. Place an "X" in the blank to the left of the occupation that is a violation for the fourteen- or fifteen-year-old child to work in Oklahoma.

___ 1. Singer

___ 2. Steam laundry person

___ 3. Delivery service on foot

___ 4. Operate vegetable slicer

OBJECTIVE 8

Identity restrictions on employment of children under sixteen years of age in Oklahoma. Place an "X" in the blank to the left of the occupation that is a violation for a sixteen year old to be employed.

____1. Operate freight elevators

____2. Cashier

____3. Removing asbestos

____4. Operate fork lift

OBJECTIVE 9

State how a minor may be employed where alcoholic beverages are sold or dispensed in Oklahoma.

OBJECTIVE 10

Explain the education qualification required of a minor before gainful employment. Write a two sentence statement.

OBJECTIVE 11

State the exception to the statute concerning individuals under the age of sixteen working in the evening. Write a three sentence statement of your opinion of the exception.

OBJECTIVE 12

Select exemptions to the Child Labor Provisions of the Fair Labor Standards Act. Place an "X" to the left of the statements that are an exemption.

____ 1. Children employed as miners

____ 2. Children delivering newspapers

____ 3. Children working for major manufacturers

____ 4. Children working as television camera persons

____ 5. Children working in oil fields

____ 6. Children working for their parents

OBJECTIVE 13

Identify hazardous occupations for minors under the age of 18 in non-agricultural occupations. Place an "X" in the blank to the left of the hazardous occupation for sixteen- and seventeen-year-old persons.

____ 1. Logging

____ 2. Washing cars

____ 3. Cashier

____ 4. Band saw operator

OBJECTIVE 14

Arrange in order penalties imposed on employers for child labor violations of the Fair Labor Standards Act. Number 1 through 4 in the correct order.

___ By injunction

___ Civil money penalty

___ $1000 fine

___ Six-month imprisonment

OBJECTIVE 15

Discuss how employers may protect themselves against a violation of the child labor provision. Write a one sentence statement.

OBJECTIVE 16

Identify who is covered under the Federal Wage and Hour Law. Select one.

a. Housewives

b. All employees

c. Unemployed

d. Employees of certain enterprises

OBJECTIVE 17

State provisions of the Federal Wage and Hour Law.

OBJECTIVE 18

Explain tip credit with respect to tipped employees under the Federal Wage and Hour Law.

OBJECTIVE 19

List benefits of the Workers' Compensation Act.

OBJECTIVE 20 **Explain who is covered and when coverage begins under the Workers' Compensation Act.**

____

____

OBJECTIVE 21 **State when accidents should be reported that occured on the job.**

____

____

____

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objective.

OBJECTIVE 22 **Analyze child labor employment situations.**

SCORE _______

INFORMATION SHEET

LEGAL AWARENESS - CHILD LABOR REGULATIONS

V

OBJECTIVE 1

Match terms associated with labor regulations to their correct definitions.

- **Apprentice**—Person who is instructed and works for a craftsman for a specified time
- **Civil law**—Relating to an individual's rights and to the legal proceedings involving such rights
- **Commerce**—Buying and selling of goods and services
- **Domestic service**—Relating to household employment
- **Employee**—Person who works or provides services for another for wages, salary, or other compensations
- **Enterprise**—Undertaking a business
- **Fair Labor Standards Act**—Federal legislation dealing with child labor today
- **Hazardous**—Involving danger
- **Injunction**—Court order requiring a party or parties named to perform or refrain from performing some act
- **Interstate commerce**—Transportation of goods and services between two or more states
- **Intrastate commerce**—Transportation of goods and services within a state
- **Laws**—Rule of conduct enforced by government
- **National Recovery Administration**—First step in national regulation of child labor
- **Occupation**—Trade, work, or activity pursued as the source of one's livelihood
- **Oppressive child labor**—Any employment of minors under the age of sixteen in any of the jobs covered by the Fair Labor Standards Act and the employment of minors under eighteen in jobs declared by the Secretary of Labor to be especially dangerous
- **Provisions**—To make stipulations

- **Violation**—Disregard laws, rules, or regulations

OBJECTIVE 2

Discuss the development of child labor laws.

- Before the Industrial Revolution each member of the family had a specific job. Children worked in the home. A boy learned his father's trade or became an apprentice while he learned another trade. A girl learned from her mother.
- After the Industrial Revolution, unskilled workers could do work of skilled craftsmen with the use of machines. Simple operations could be done by children and child labor became very popular. Children worked long hours at dangerous tasks in an unhealthy environment for very low wages.
- Church groups, social groups, labor unions, and adult workers protested the use of child labor on the grounds of humanitarian reasons, lack of education, poor working conditions, and abundant cheap labor.
- The National Recovery Administration, established in 1933, prohibited child labor in industries which had interstate commerce. Children who worked in interstate commerce had to be over the age of 16. Two years later the NRA was declared unconstitutional, but it had a great impact on state child labor laws.
- In 1938, the Fair Labor Standards Act was passed which includes a portion on child labor. This act is also known as the Wage and Hour Law which applies to minors employed in non-agricultural occupations. The Act contains provisions on minimum wage, overtime, equal pay, and recordkeeping.

OBJECTIVE 3

State who is protected in the child labor provision.

- Employees engaged in interstate commerce are covered in the child labor provisions.

  NOTE: This includes, among others, workers in the telephone, telegraph, radio, television, importing, exporting, and transportation industries; employees in distributing industries such as wholesaling; and clerical and other workers who use the mail, telephone, and telegraph for interstate or foreign communication.

- Employees who work in places that produce goods for interstate commerce, such as manufacturing establishments, oil fields, mines, or in occupations that are closely related or directly essential to the production of such goods are covered.

- Other Federal and State laws may have higher standards. When these apply, the more stringent standard must be observed. All states have child labor laws and all but one have compulsory school attendance laws.
- Unless otherwise exempt a covered minor employee must be paid according to the statutory minimum wage and overtime provision.
- The child labor provisions of the FLSA prohibit the shipment, in commerce, of any goods produced in an establishment in or about which oppressive child labor was employed within thirty days prior to the removal of such goods from the producing establishment.
- The Fair Labor Standards Act also forbids covered employers from employing any children at ages below those set by the statute or pertinent regulations for various types of occupations, unless otherwise exempt.
- Child labor provisions protect employees under the age of 18.
- The child labor provisions do not apply to domestic service employees employed in, or about the household of the employer.

OBJECTIVE 4

Identify time standards of employment of fourteen- and fifteen-year-old minors according to the Fair Labor Standards Act.

Employment of fourteen- and fifteen-year-old minors is limited to certain occupations as stated under the Fair Labor Standards Act.

- 3 hours a day on school days in nonagricultural employment
- Non-school days they may be employed up to 8 hours a day
- They may accumulate up to 18 hours a week during a school week
- Work from 7 a.m. to 7 p.m.
- Work from 7 a.m. to 9 p.m. from June 1 through Labor Day and accumulate up to 40 hours a week.

  NOTE: School vacation time

OBJECTIVE 5

Select occupations fourteen- and fifteen-year-old minors may be employed in according to the Fair Labor Standards Act.

- Fourteen- and fifteen-year-old minors may be employed in
  - Office and clerical work.
  - Cashiering, selling, modeling, art work, work in advertising, department window trimming, and comparative shopping
  - Price marking and tagging by hand or machine, assembling orders, packing, and shelving.
  - Bagging and carrying out customers' orders.
  - Errand and delivery work by foot, bicycle, and public transportation.
  - Clean up work, including the use of vacuum cleaners and floor waxers, maintenance of grounds, but not including the use of power driven mowers or cutters.
  - Kitchen work and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as, but not limited to dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders, and coffee grinders.
- Work in connection with cars and trucks is confined to the following:
  - Dispensing gasoline and oil.
  - Courtesy service on premises of gasoline service station.
  - Car cleaning, washing, and polishing.
  - But not including work involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.
- Other occupations permitted by this section
  - Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing, and stocking goods when performed in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.

  - Fourteen- and fifteen-year-old minors may be employed in any occupation except the excluded occupations listed below:

  - Any manufacturing occupation

  - Any mining occupation

  - Processing occupations such as filleting of fish, dressing poultry, cracking nuts, or laundering as performed by commercial laundries and dry cleaning

    NOTE: Except in a retail, food service, or gasoline service establishment in those specific occupations expressly permitted there in accordance with the foregoing list.

  - Occupations requiring the performance of any duties in workrooms, or work places where goods are manufactured, mined, or otherwise processed

    NOTE: Except to the extent expressly permitted in retail, food service, or gasoline service establishments in accordance with the foregoing list.

  - Public messenger service.

  - Operation of tending of hoisting apparatus or of any power-driven machinery

    NOTE: Other than office machines and machines in retail, food service, and gasoline service establishments which are specified in the foregoing list as machines which such minors may operate in such establishments.

  - Any occupations found and declared to be hazardous.

- Occupations in connection with:

  - Transportation of persons or property by rail, highway, air, on water, pipeline, or other means.

  - Warehousing and storage.

  - Communication and public utilities.

  - Construction (including repair).

    NOTE: Except office or sales work in connection with the above list when not performed on transportation, media, or at the actual construction site.

- Any of the following occupations in retail, food service, or gasoline service establishment:
  - Work performed in or about boiler or engine rooms.
  - Work in connection with maintenance or repair of the establishment, machines, or equipment.
  - Outside window washing that involves working from window sills, and all work requiring the use of ladders, scaffolds or their substitutes.
  - Cooking and baking.

    NOTE: Except at soda fountains, lunch counters, snack bars, or cafeteria serving counters.
  - Occupations which involve operating, setting up, adjusting, cleaning, oiling, repairing power-driven food slicers and grinders, food choppers and cutters, and bakery-type mixers.
  - Work in freezers and meat coolers and work in preparation of meats for sale

    NOTE: Except wrapping, sealing, labeling, weighing, pricing, and stocking when performed in other areas.
  - Loading and unloading goods to and from trucks, railroad cars, or conveyors.
  - All occupations in warehouses except office and clerical work.
- Some of the provision of the Child Labor Regulation No. 3 are varied for fourteen- and fifteen-year-olds in approved school supervised and school administered Work Experience and Career Exploration Programs. Students may be employed:
  - During school hours
  - For as many as 3 hours on a school day
  - For as many as 23 hours in a school week
  - In occupations otherwise prohibited for which a variation has been granted by the Administrator of the Wage and Hour Division.

OBJECTIVE 6

State who enforces the laws dealing specifically with the protection of children in industry for Oklahoma.

The Commissioner of Labor for the State of Oklahoma enforces laws dealing specifically with the protection of children in industry. The commissioner sets-up certain age, educational, and physical standards which the child must meet before a minor may be legally employed. It is the commissioners duty to enforce and determine what occupations are injurious to health or morals or especially hazardous to life or limb.

OBJECTIVE 7

Select occupations in which it is a violation for a fourteen- and fifteen-year-old to work in Oklahoma.

- Oklahoma Statutes for Section 71 Title 40 states that it is a violation for any child under fourteen years of age to be employed or permitted to work in any factory, workshop, pool hall or steam laundry at any time day or night.
- For any child under fifteen years of age it is a violation to be employed or permitted to work in any occupation which is injurious to health or morals, or especially hazardous to life or limb; provided that any child under 15 years of age employed to perform or performing in any duly licensed theatre, motion picture theatre, or other place of public amusement shall be accompanied by or be in the custody, care, or control of a parent, guardian, governess or teacher, who shall remain on the stage in such theatre, motion picture theatre, or performance of such child.
- The Commissioner of Labor has determined that the following occupations are both injurious to health and morals, and are especially hazardous to the life and limbs of children under fifteen years of age
- Telegraphic messenger service
- Telephone messenger service
- Delivery service—drug store
- Parcel delivery—all kinds
- Door to door sales for profit—any kind

NOTE: Delivery service on foot is not prohibited. Must carry identification to show they are selling for a non-profit organization.

- Constructing, repairing, or demolishing of buildings
- Working grease vats or deep-frying facilities and/or around any powered machine used in slicing or preparing foods
- Any other occupations determined hazardous by the Commissioner of Labor

OBJECTIVE 8

Identify restrictions on employment of children under sixteen years of age in Oklahoma.

It is a violation of Section 72 title 40, Oklahoma Statutes for any child under sixteen years of age to be employed or permitted to work at any of the following occupations

- Oiling or assisting in oiling, operating, wiping, or cleaning any dangerous machinery, or adjusting any belt to any such machinery while in motion.
- Operating, or assisting in operating, circular or band saws.
- Steam boilers, steam machinery, or other steam generating apparatus, rolling-mill machinery, punches or shears.
- Washing, grinding, or mixing mills.
- Passenger or freight elevators.
- Preparing any composition in which dangerous or poison acids are used.
- Dipping and dyeing, or packing matches.
- Manufacture of paints, colors of white lead.
- Where there are acids, dyes, layes, gasses, glass dust or other dusts or lint in such quantities as to be injurious to health.
- Manufacturing, packing or storing powder, dynamite, nitroglycerine compounds, fuses, or other explosives.
- Manufacturing of goods for immoral purposes.

Any person under the age of sixteen may not be employed or permitted to work underground in any mine or quarry. Such person may work in clerical or other office positions performed on top of ground according to Section 85 Title 40 Oklahoma Statutes.

It is a violation for any child under sixteen years of age to be employed or permitted to work in any gainful occupation, except agriculture or domestic service, more than eight hours in any one day, allowing one hour each day for noon day meal and rest, or more than forty-eight hours in any one week. During the time that a child is at work at such occupation the employer must provide suitable seats and permit their use so far as the nature of the work allows.

OBJECTIVE 9

State how a minor may be employed where alcoholic beverages are sold or dispensed in Oklahoma.

It shall be unlawful and a misdemeanor for any minor person to be employed, or permitted to work, in any capacity whatsoever, in a place where beverages containing more than one-half of one percent (1/2 of 1%) of alcohol measured by volume or not more than three and two-tenths percent (3.2%) of alcohol measured by weight are sold or dispensed for consumption on the premises; provided that this section shall not apply to any business or establishment where such sales do not exceed twenty-five percent (25%) of the gross sales of said business or establishment. Title 37.

OBJECTIVE 10

Explain the education qualification required of a minor before gainful employment.

It is a violation for any child under the age of sixteen years to be employed or permitted to work in any of the occupations specified in Section 71, Title 40 which are factory, factory workshop, pool hall, or steam laundry, unless such child is able to read and write simple sentences in the English language, or shall have attended some school during the preceding year for the time that attendance is compulsory under the laws of the State of Oklahoma. The compulsory education law is administered by school authorities.

There is no minimum age requirement for the employment of children. Oklahoma is one of three states that does not have a minimum age requirement. The eight hour day and 40 hour week applies to all children under 16 years of age except in agriculture or domestic service.

OBJECTIVE 11

State the exception to the statute concerning individuals under the age of sixteen working in the evening.

It is a violation for any person under the age of sixteen years of age to be employed or permitted to work in any of the occupations mentioned in Section 71, between the hours of seven o'clock p.m. and seven o'clock a.m.. Children who have reached their fifteenth birthday may work in moving picture theatres as ushers, cashiers, and at concession stands until 11 p.m. This Section shall not apply to the employment of children not residents of the State of Oklahoma to perform in any duly licensed theatre, motion picture theatre, or other place of public amusement.

NOTE: Oklahoma law says 6:00 p.m. - defer to federal law

OBJECTIVE 12

Select exemption to the child labor provisions of the Fair Labor Standards Act.

Child labor provisions do not apply to

- Children under 16 years of age employed by their parents in occupations other than manufacturing, mining, or occupations declared hazardous by the Secretary of Labor.
- Children employed as actors or performers in motion pictures, theatrical, radio, or television productions.
- Children engaged in the making of wreaths composed principally of natural holly, pine, cedar, or other evergreens (including the harvesting of the evergreens).

  NOTE: Federal law does provide standards for employment of minors in agriculture. A booklet containing these standards is available at local offices of the Wage and Hour Division of the U.S. Department of Labor.

OBJECTIVE 13

Identify hazardous occupations for minors under the age of 18 in non-agricultural occupations.

The Fair Labor Standards Act provides a minimum age of 18 years for any non-agricultural occupations which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for sixteen- and seventeen-year-old persons, or detrimental to their health and well-being. This minimum age applies even when the minor is employed by the parent or person standing in place of the parent.

The 17 hazardous occupations order now in effect apply either on an industry basis or on an occupational basis irrespective of the industry in which found.

- Manufacturing and storing explosives
- Motor-vehicle driving and outside helper
- Coal mining
- Logging and sawmilling
- Power-driven woodworking machines
- Exposure to radioactive substances
- Power-driven hoisting apparatus
- Power-driven metal-forming, punching, and shearing machines
- Mining, other than coal mining
- Slaughtering, or meat-packing, processing or rendering
- Power-driven bakery machines
- Power-driven paper-products machines
- Manufacturing brick, tile, and kindred products
- Power-driven circular saws, band saws, and guillotine shears
- Wrecking, demolition, and shipbreaking operations
- Roofing operations
- Excavation operations

OBJECTIVE 14

Arrange in order penalties imposed on employers for child labor violation of the Fair Labor Standards Act.

1. For each violation of the child labor provision or any regulation issued thereunder, employers may be subject to a civil money penalty of up to $1,000.

   NOTE: The Act also provides, in the case of willful violation, for a fine up to $10,000.

2. For a second offense committed after the conviction of such person for a similar offense a fine of not more than $10,000; or imprisonment for not more than six months or both.

3. The Secretary of Labor may also ask a Federal district court to restrain future violations of the child labor provision of the Act by injunction.

OBJECTIVE 15

Discuss how employers may protect themselves against a violation of the child labor provision.

- Employers may protect themselves from unintentional violation of the child labor provisions by keeping on file an officially executed employment or age certificate for each minor employed to show that the minor is the minimum age for the job.

- Employers are to have an employment certificate for all minors under 16 (State Law) or under 18 (Federal Law) employed by them on file. Keep on file for 2 years after employee is no longer employed.

- An employer who has an employment or age certificate has a defense to a claim that they violated the child labor provision of the Fair Labor Standards Act.

- Age certificates are issued only upon application of the minor during employment.

  NOTE: In Oklahoma, Employment Certificates are issued by the County Superintendent or by school authorities designated by the County Superintendent.

- Issuing of age or employment certificates varies from state to state by the State's Department of Labor.

- Certificates issued under most state laws are acceptable for purposes of the Act.

OBJECTIVE 16

Identify who is covered under the Federal Wage and Hour Law. (Supplement 1)

The Fair Labor Standards Act commonly known as the Federal Wage-Hour Law, regulates wages and hours of work. All employees of certain enterprises having workers engaged in interstate commerce producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for such commerce by any person are covered by FLSA. The act was originally passed in 1938. It has been amended several times.

Certain full time students, student learners, apprentices, and handicapped workers may be paid less than the minimum wage only under special Department of Labor certificates.

OBJECTIVE 17

State provisions of the Federal Wage and Hour Law.

Presently the provisions of the Federal Wage and Hour Law reads as follows:

1. Minimum wage rate of $3.35 an hour. (1986)

   NOTE: The minimum wage rate will change. Check with the Department of Labor for current rates.

2. Regular time 40 hours a week.
3. Overtime pay provisions. Beyond 40 hours a week an hourly overtime rate of 1 1/2 times the regular rate.
4. Wage discrimination prohibited. (Race, creed, religion, sex, national origin, or age)

Workers receive wages or salary payments in exchange for services either physical or mental. Supply and demand for labor are the primary factors that influence wage rates, above the minimum required by law.

Education and training are the two most important factors causing wage differences along with natural ability.

Many states have their own wage or hour rates to supplement the federal regulations.

The Fair Labor Standard Act is enforced by the U.S. Department of Labor.

OBJECTIVE 18

Explain tip credit with respect to tipped employees under the Federal Wage and Hour Law.

Tipped employees are those who customarily and regularly receive more than $30.00 a month in tips. The employer may consider tips as part of wages, but such a wage credit must not exceed 40% of minimum wage.

The employer who elects to use the tip credit provision must inform the employee in advance and must be able to show that the employee receives at least the minimum wage when direct wages and the tip credit allowance are combined. Also, employees must retain all of their tips, except to the extent that they participate in a valid tip pooling or sharing arrangement.

NOTE: 40% tip credit of the minimum wage of $3.35 (1986) an hour equals $2.01 an hour for the employee before tips.

OBJECTIVE 19

List benefits of the Workers' Compensation Act.

The Workers' Compensation Act is the implementation of the Oklahoma law that may entitle you, as an employee, to medical and income benefits at your employer's expense if you suffer a job-related injury. Your dependents may also be entitled to benefits if you die as a result of an injury associated with your employment.

NOTE: The injured employee only receives a certain percent of compensation which is dependent on the type of injury.

OBJECTIVE 20

Explain who is covered and when coverage begins under the Workers' Compensation Act.

As a general rule, the law applies to every employee hired in the State of Oklahoma or who is injured in the State of Oklahoma. Exceptions are some individuals employed as household workers, some persons employed in the field of agriculture or horticulture, all employees of the federal government and any person who is a licensed real estate broker paid on a commission basis.

You are covered by workers' compensation as soon as you begin your employment. There is no waiting period.

OBJECTIVE 21

State when accidents should be reported that occurred on the job.

Any job-related accident should be immediately reported by written notice to your employer. If you wait longer than 60 days to report your injury, you can lose all of the benefits you may be entitled to receive. The filing of a Form 3 (Employee's First Notice of Injury) with the Workers' Compensation Court is considered written notice to your employer. You may obtain a copy of this form from your employer or from the Court.

Your Rights Under The Fair Labor Standards Act

Minimum Wage

$3.35

Minimum Wage of at least **$3.35** per hour

This minimum wage applies to workers engaged in or producing goods for interstate commerce or employed in certain enterprises.

Certain full-time students, student learners, apprentices, and handicapped workers may be paid less than the minimum wage only under special Department of Labor certificates.

TIP CREDIT—The tip credit which an employer may claim with respect to "Tipped Employees" is 40 percent of the applicable minimum wage.

Overtime Pay

at least 1½ times your regular rate of pay for all hours worked over 40 in one workweek.

Child Labor

You must be at least 16 years old to work in most nonfarm jobs; at least 18 to work in nonfarm jobs declared hazardous by the Secretary of Labor. Youths 14 and 15 may work in various jobs outside school hours under certain conditions. Different rules apply to agricultural employment.

Enforcement

The U.S. government may bring action against employers who violate the law. Courts may order payment of back wages. Employers may be fined up to $1,000 for each child labor violation. No employer can discriminate against you or fire you if you file a complaint or participate in a proceeding under this law.

For Additional Information

Certain occupations or establishments may not be covered by the minimum wage or overtime. If you have any questions, call the Wage and Hour office which is listed in your telephone directory under U.S. Government, Department of Labor.

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division

The law requires employers to display this poster where employees can readily see it.

WH Publication 1088
Revised August 1982

NAME ______________________________ SCORE ______

OBJECTIVE 22 **Analyze child labor employment situations.**

INTRODUCTION The objectives in this unit deal with child labor provisions for employment of minors under the age of fourteen, fifteen, sixteen, and eighteen. The situations on this assignment sheet emphasize these provisions.

DIRECTIONS Analyze the following child labor situations. Circle YES and NO to indicate your answer. Then explain your answer by referring to the objectives.

1. In 1830, James Findley, who was twelve years old, worked in his father's bakery. Was he protected by the Fair Labor Standards Act?

   YES NO

   Explain

   ____

   ____

2. Sara Collins, who is 13 years old, works for her mother at home as a domestic housekeeper. She works seven days a week for 48 hours. Is she protected under the Fair Labor Standards Act?

   YES NO

   Explain

   ____

   ____

3. Janet Crites, who is 15 years old, works twenty hours a week at the local drug store. Is her employer following the Fair Labor Standards Act?

   YES NO

   Explain

   ____

   ____

4. Ron Brinkman, who is fifteen years old, works for Jim's Foodliner. He sacks groceries, carries out customers orders, prices goods, and shelves merchandise. Is his employer following the Fair Labor Standards Act?

YES NO

Explain ______________________________

____

5. Ron, 15 years of age, has been asked by his employer to process meat to make hamburger. He adjusts the grinder for processing and then cleans the grinder when he is finished. Is this legal?

YES NO

Explain ______________________________

____

6. Kay, who is fourteen years old, is employed in a service station. When her employment began, she dispensed gasoline and oil and cleaned windshields. Now, she is changing oil in cars and repairing flats. Are her job duties in accordance with the Fair Labor Standards Act?

YES NO

Explain ______________________________

____

7. Julie, who is 14 years old, has begun to sing with her parents as they travel around the state of Oklahoma. Is this legal?

YES NO

Explain ______________________________

____

8. Chris, who is 15 years old, is employed at a local sandwich shop. He is sometimes asked to cook potato curls in a deep fat fryer. Is this legal?

YES NO

Explain

____

____

9. David, who is 15 years of age, began working for a fireworks company. He is presently assembling fireworks. Is this legal?

YES NO

Explain

____

____

10. Bob, who is 17 years old, is working for a logging company. Is this in accordance with the Fair Labor Standards Act?

YES NO

Explain

____

____

11. Andrea, who is 16, wants to work in a major grocery store as a cashier. She has applied for the job. On her application she stated that she was eighteen. The employer is skeptical of her legal age.

   a. What could she be asked to present to the employer to verify her age from the Department of Labor?

   ____

   b. Where could she obtain this form?

   ____

   c. How has the employer protected himself?

   ____

   ____

12. Nick, who is 15, works for his father on the farm doing chores. Is his employment covered under the child labor provision?

YES NO

Explain

____

____

____

13. Nick's father also has a sawmill on the farm and ships logs to surrounding states. He helps his father in the sawmill. Is Nick protected under the child labor provisions of the Fair Labor Standards Act?

YES NO

Explain

____

____

____

ASSIGNMENT ANSWERS	LEGAL AWARENESS - CHILD LABOR REGULATIONS	V

ASSIGNMENT SHEET 1

1. No, the Fair Labor Standard Act went into effect in 1938.
2. No, child labor provisions do not apply to domestic service employees and she is working for her parents.
3. No, Janet may only accumulate up to 18 hours a week according to the Fair Labor Standards Act.
4. Yes, all tasks are covered in the Fair Labor Standards Act for fourteen- and fifteen-year-old minors.
5. No, Ron is fifteen years old and is not to process hamburger for his employer. It is stated in the Fair Labor Standards Act that children fourteen and fifteen years of age are not to be in processing.
6. No, it is a violation for anyone fourteen or fifteen years of age to work where pits, racks, or lifting apparatus are used or involves the inflation of a tire mounted on a rim equipped with a removable retaining ring.
7. Yes, Julie is accompanied by her parents.
8. No the Oklahoma Commissioner of Labor has determined that this occupation is injurious and hazardous to minors under 15.
9. No, manufacturing of fireworks for a child under sixteen is a violation of the Child Labor Laws of Oklahoma.
10. No, the Fair Labor Standards Act identifies this as a hazardous occupation for minors under the age of 18 in which they are not to be employed.
11. a. Employment or age certificate
    b. County Superintendent of Schools
    c. By keeping on file an officially executed employment or age certificate for each minor employed to show that the minor is the minimum age for the job.
12. No, Nick's employment is excluded from the child labor provisions act.

401

13. Yes, his father is engaged in interstate commerce. Sawmilling is identified as a hazardous occupation for minors under the age of 18.

LEGAL AWARENESS - CHILD LABOR REGULATIONS

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with labor regulations to their correct definitions. Write the correct letter in the blank. (Question is continued on the following page.)

____ 1. Person who works or provides services for another for wages, salary, or other compensation

____ 2. Court order requiring a party or parties named to perform or refrain from performing some act.

____ 3. Transportation of goods and services within a state

____ 4. To make stipulations

____ 5. Buying and selling of goods and services

____ 6. First step in national regulation of child labor

____ 7. Undertaking a business

____ 8. Person who is instructed and works for a craftsman for a specified time

____ 9. Trade, work, or activity pursued as the source of one's livelihood for wages

___ 10. Transportation of goods or services between two or more states

___ 11. Rule of conduct enforced by government

___ 12. Disregard laws, rules, or regulations

___ 13. Relating to household employment

a. Apprentice

b. Civil law

c. Collate

d. Commerce

e. Dispensation

f. Domestic service

g. Employee

h. Enterprise

i. Fair Labor Standards Act

j. Hazardous

k. Injunction

l. Interstate commerce

m. Intervene

n. Intrastate commerce

o. Judiciary

p. Laws

q. Knowledge

r. Mercantile

__ 14. Involving danger

__ 15. Employment of minors under the age of sixteen in any of the jobs covered by the Fair Labor Standards Act and the employment of minors under eighteen in jobs declared by the Secretary of Labor to be especially dangerous

__ 16. Relating to an individual's rights and to the legal proceedings involving such rights

__ 17. Federal legislation dealing with child labor today

s. National Recovery Administration

t. Negate

u. Occupation

v. Oppressive child labor

w. Provisions

x. Violation

y. Wages

OBJECTIVE 2 **Discuss the development of child labor laws.**

____

____

____

____

____

OBJECTIVE 3 **State who is protected in the child labor provision.**

____

____

____

OBJECTIVE 4 **Identify time standards of employment of fourteen- and fifteen-year-old minors according to the Fair Labor Standards Act.** Write an "X" in the blank before each statement that is the time standard for fourteen and fifteen year olds to work.

____1. Work from 7 a.m. to 9 p.m. on July 4.

____2. Work 4 hours on a school day in nonagricultural employment

____3. Work 18 hours a week during a school week.

____4. Work 40 hours a week during December.

OBJECTIVE 5

Select occupations fourteen- and fifteen-year-old minors may be employed in according to the Fair Labor Standards Act. Place an "X" in the blank to the left of the statement that is not a legal occupation for a fourteen or fifteen year old.

____ 1. Cashier

____ 2. Filleting fish

____ 3. Clerical work

____ 4. Public messenger

____ 5. Sacking groceries

____ 6. Maintain and repair machines

____ 7. Load goods on conveyor

OBJECTIVE 6

State who enforces the laws dealing specifically with the protection of children in industry for Oklahoma.

____

OBJECTIVE 7

Select occupations in which it is a violation for a fourteen- and fifteen-year-old to work in Oklahoma. Place an "X" in the blank to the left of the occupation that is a violation for a fourteen or fifteen year old to work.

____ 1. Meat slicer

____ 2. Dancer supervised by mother

____ 3. Delivery service

____ 4. Repair car motors

OBJECTIVE 8

Identify restrictions on employment of children under sixteen years of age in the state of Oklahoma. Place an "X" in the blank to the left of the occupation that is a violation for a sixteen year old to be employed.

____ 1. Work underground in a quarry

____ 2. Gasoline station courtesy attendant

____ 3. Door-to-door sales for profit

____ 4. Filing

OBJECTIVE 9

State how a minor may be employed where alcoholic beverages are sold or dispensed in Oklahoma.

OBJECTIVE 10

Explain the education qualification required of a minor before gainful employment.

OBJECTIVE 11

State the exception to the statute concerning individuals under the age of sixteen working in the evening.

OBJECTIVE 12

Select exemptions to the Child Labor Provisions of the Fair Labor Standards Act. Place an "X" in the blank to the left of the occupation that is an exemption to the child labor provision.

____1. Children engaged in making of evergreen wreaths

____2. Children engaged in mining

____3. Children engaged in delivery of newspapers

____4. Children engaged as actors

OBJECTIVE 13 **Identify hazardous occupations for minors under the age of eighteen in non-agricultural occupations.** Place an "X" in the blank to the left of the occupation that is a hazardous occupation for a minor under eighteen.

____ 1. Roofing operation

____ 2. Grounds keeper

____ 3. Power driven metal-forming ,punching ,and shearing machine

____ 4. Child care worker

____ 5. Power driven bakery machines

OBJECTIVE 14 **Arrange in order penalties imposed on employers for child labor violations of the Fair Labor Standards Act.** Place a number in the blank to the left of the statement that indicates the first step.

____ a. After similar offense a fine of not more than $10,000; or imprisonment for not more than six months or both.

____ b. For each violation on any regulation employers may be subject to a civil money penalty of $1,000.

____ c. The Secretary of Labor may also ask a Federal district court to restrain future violations of the child labor provision of the Act by injunction.

OBJECTIVE 15 **Discuss how employers may protect themselves against a violation of the child labor provision.**

____

____

____

OBJECTIVE 16 **Identify who is covered under the Federal Wage-Hour Law.**

____

____

____

OBJECTIVE 17 State provisions of the Federal Wage and Hour Law.

OBJECTIVE 18 Explain tip credit with respect to tipped employees under the Federal Wage and Hour Law.

OBJECTIVE 19 List benefits of the Workers' Compensation Act.

OBJECTIVE 20 Explain who is covered and when coverage begins under the Workers' Compensation Act.

OBJECTIVE 21 State when accidents should be reported that occurred on the job.

NOTICE This assignment sheet is not a part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 22 **Analyze child labor employment situations.**

SCORE _______

WRITTEN TEST ANSWERS

LEGAL AWARENESS - CHILD LABOR REGULATIONS

V

OBJECTIVE 1

1. g
2. k
3. n
4. w
5. d
6. s
7. h
8. a
9. u
10. l
11. p
12. x
13. f
14. j
15. v
16. o
17. i

OBJECTIVE 2

Child labor laws established health and safety regulations, wage and hour standards, prohibited and regulated employment in certain occupations, depending on age of the minor which may be injurious to health of morals or hazardous to their life.

OBJECTIVE 3

Employees under the age of eighteen in non-agricultural occupations. Employees engaged in interstate commerce.

OBJECTIVE 4

1, 3

OBJECTIVE 5

1, 3, 5

OBJECTIVE 6

Commissioner of Labor

OBJECTIVE 7

1, 3, 4

OBJECTIVE 8

1, 3

OBJECTIVE 9	A minor may be employed in an establishment which sells alcoholic beverages if the alcohol content is 1/2 of 1% of the volume and alcohol sales do not exceed 25% of the gross sales.
OBJECTIVE 10	The minor must be able to read and write simple sentences in the English language.
OBJECTIVE 11	A minor fifteen years of age may work in moving picture theatres as ushers, cashiers, and concession stand workers until 11 p.m.
OBJECTIVE 12	1, 3, 4
OBJECTIVE 13	1, 3, 5
OBJECTIVE 14	a. 2 b. 1 c. 3
OBJECTIVE 15	Employers keep an officially executed employment or age certificate on file for each minor employed to show that the minor is the minimum age for the job.
OBJECTIVE 16	All employees of certain enterprises having workers engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved or produced for such commerce by any person are covered.
OBJECTIVE 17	Answers should include three of the following: • Minimum wage rate of $3.35 an hour. • Regular time 40 hours a week. • Overtime pay provisions. Beyond 40 hours a week an hourly overtime rate of 1 1/2 times the regular rate. • Wage discrimination prohibited.

OBJECTIVE 18	Tip credit which an employer may claim with respect to tipped employees is 40 percent of the applicable minimum wage.
OBJECTIVE 19	1. Medical benefits 2. Income benefits
OBJECTIVE 20	Applies to every employee hired in the State of Oklahoma who is injured in the State of Oklahoma. Exceptions are some household workers, some agriculture or horticulture workers, federal government employees, and licensed real estate brokers paid on commission. Coverge begins the first day of employment
OBJECTIVE 21	Any job-related accident should be immediately reported by written notice to your employer.
OBJECTIVE 22	Refer to answers to Assignment Sheet 1.

OBJECTIVE SHEET

STORE AND PERSONNEL SECURITY

VI

INTRODUCTION

To prevent business and job related robberies, and burglaries, it is important to become familiar with general security procedures. Proper knowledge of security practices is essential. Such knowledge will benefit both employers and employees and establish a more productive (and profitable) business.

UNIT OBJECTIVE

After completing this unit, the student should be able to determine personnel security practices to prevent robberies, burglaries, and shoplifting. The student should also know how to complete a crime fact sheet. The student will demonstrate this knowledge by completing the assignment sheets, and written test with a minimum score of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with personal on-the-job safety to their correct definitions.
2. Select from a list true statements concerning recommended opening and closing procedures for business establishments.
3. Select from a list techniques for the prevention of burglaries and robberies.
4. Name ways to prevent violence during a robbery.
5. Select from a list true statements concerning the procedure for reporting a robbery.
6. Select from a list types of information included on a crime fact sheet.
7. Select from a list recommended techniques for preventing shoplifting.
8. Discuss guidelines for approaching a suspected shoplifter.
9. Analyze case studies to determine correct security practices. (Assignment Sheet 1)
10. Complete a crime fact sheet. (Assignment Sheet 2)

PREPARATION

- Order materials to supplement unit.

  NOTE: See suggested resources.

- Order transparencies and competency profiles.

  NOTE: Transparencies and competency profiles for this book are available from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.

- Make arrangements for guest speakers. Supply speakers with specific objectives and other appropriate sections of unit.

- Prepare classroom.

  - Put up posters, charts, etc. dealing with store and personnel security.

  - Have articles, brochures, and other literature dealing with robbery, etc. and the importance of general security practices.

    NOTE: Obtain booklets, pamphlets, posters, etc. from local agencies such as YWCA, Rape Crisis Center, Domestic Violence Center, and local law enforcement agencies.

- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.

- Decide how to administer pretest. (See Evaluation Section on pretest.)

- Introduce unit.

- Survey the class to find out their knowledge of store and personnel security practices and their perceptions regarding the need for both. Find out if students have ever been or worked in a store in which such an event occurred. If so, ask students what practices were used and how the situation could have been prevented.

DELIVERY

- Discuss unit and specific objectives. Emphasize how the specific objectives will lead to meeting the unit objective, and how reaching the unit objective is vital to mastering general safety practices. Relate the objectives to your introduction and to previous class material.

Objective 1

- Discuss terms and definitions. Invite the public information officer from your local police department to speak on business-related crimes and ways to discourage criminals.
- Provide students with Handout 1.

Objective 2

- Have students develop "all clear" and "warning" signals to use when opening a business. Both a verbal command and a gesture should be used.
- Discuss why it is a good idea **not** to close a business alone.
- Discuss with students how certain parking procedures may protect employees who leave work after dark.
- Provide students with Handouts 2 through 4.
- Have a police officer speak to class about topics in Handout 3, especially "Fighting for your life or doing as an attacker orders." Have police officer discuss pros and cons of each choice. Have class discuss.

Objective 3

- Invite an officer from the local police department to discuss the prevention of burglaries and robberies.
- Use Transparency Master 1 to discuss the most important reasons why robberies are committed. Before showing Transparency Master 1, have students rank factors in committing a robbery. After showing the transparency, discuss differences in students' opinions and survey results as shown on the transparency.
- Provide students with Handout 5.
- Discuss the importance of keeping all information about the business confidential, so that individuals do not have the opportunity to overhear information (such as how much money is on hand or when the safe is unlocked) and then rob or burglarize the store.

Objective 4

- Have representative from local police department speak to class about how violence can be prevented during a robbery. Have police officer bring examples of common weapons used in crimes and discuss them.

- Provide students with Handouts 6 and 7. Use Transparency Master 2. Emphasize to students that rape is a crime of violence and one that might occur during a robbery or burglary.

- Divide class by boys and girls. Have a doctor, police officer, or representative from a rape crisis center, speak to each group separately on rape. Have doctor or police officer, discuss what is necessary for evidence of rape. Provide guest speakers with Handouts 6 and 7.

Objective 5

- Have students make a list of all emergency phone numbers (police, fire department, ambulance, etc.) of locations near their home or place of work. Instruct students to keep the list near the phone.

- Stress the importance of remaining calm when reporting a crime such as a robbery. Emphasize that evidence should not be touched.

Objective 6

- Use Transparency Master 3. Provide students with Assignment Sheet 2. Before students complete exercises, have a robbery staged in class by persons with whom the students are unfamiliar. Then have students complete Assignment Sheet 2.

- Observe how well students followed guidelines in Objectives 4 through 6. Discuss with students.

Objective 7

- Invite a store manager or local police officer to discuss shoplifting prevention techniques. Stress that this activity, although relatively harmless to others, can result in a police record for the shoplifter and in higher prices for the consumer.

- Obtain your state's statutes on shoplifting. (Oklahoma statutes are included in Handout 8). Provide students with Handouts 8 and 9.
- Have students complete Assignment Sheet 1.

Objective 8

- Invite store manager to discuss guidelines for approaching a suspected shoplifter. Have speaker emphasize that before approaching someone, you must be sure you actually saw merchandise taken and concealed.

APPLICATION

Objectives 9 and 10

- Use Assignment Sheet 1 to give students practice in analyzing store and personnel security. Select a few of the better papers and discuss answers with entire class.
- Stage a robbery in class and then have students do Assignment Sheet 2.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test those actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profile.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Armed Robbery: Prepare to Survive*. Color, 1/2-inch VHS, 20 minutes, Aims Instructional Media, 1985. This film emphasizes personal safety—how to prepare for dealing with a robbery situation and how to prevent it.

- *Shoplifting*. Color, 16mm, 20 minutes, ACI, 1975. This film discusses the seriousness of shoplifting and its economic effects.

- *Stick Up!* Color, 16mm, 18 minutes, Brose Productions, Inc., 1979. This film illustrates five robberies, how they are handled by the employees, and how the employees should have handled the situation.

  NOTE: The above films are available to Oklahoma teachers on a free-loan basis from the Media Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074. Out-of-state teachers must order from the addresses listed with each film.

- *Rape. . . A Matter of Survival*. Bullfrog Films, Inc., 28 minutes. Available from Bullfrog Films, Inc., Oley, Pennsylvania 19547. Telephone (215) 779-8226. This film suggests that women develop their own prevention and survival plan.

  NOTE: This film may be obtained in Oklahoma by contacting the Consumer Education Coordinator, Oklahoma Department of Economic and Community Affairs, 4545 North Lincoln Boulevard, Suite 285, Oklahoma City, OK 73105.

- *Can't You See Me*. Video and instructional guide, 20 minutes, WRI Education. Available from WRI Education, 11722 Sorrento Valley Road, San Diego, California 92121. Toll-free number 1-800-972-3635. This video deals with the facts, emotions, and consequences of rape.

- *Bomb Threat: Plan, Don't Panic*. William Brose Productions, Inc. Available from William Brose Productions, Inc., 3168 Oakshire Drive, Hollywood, California 90068. This film features a scenario on how to handle a threatening call, planning, and bomb search.

Literature

- *Mind Your Business . . . If You Don't, Burglars Will!* State Farm Fire and Casualty Company, Bloomington, Illinois 61701.

- Scriptographic Booklets. Channing L. Bete Co, Inc., 200 State Road, South Deerfield, MA 01373-0200.

    1. *ABC's of Self-Protection*.
    2. *Thirty Ways You Can Prevent Crime*.
    3. *Women and Self Protection*.
    4. *About Rape*.

- *Taking Action: What To Do If You Are Raped*. Available from Rape Treatment Center, Santa Monica Hospital Medical Center, 1225 Fifteenth Street, Santa Monica, CA 90404.

UNIT REFERENCE

- Huston, Jane. *Personnel Security*. Developed by The Mid-America Vocational Curriculum Consortium, Inc. Stillwater, Oklahoma: 1987.

PRETEST ANSWERS — STORE AND PERSONNEL SECURITY — VI

OBJECTIVE 1

1. f
2. j
3. e
4. c
5. d
6. g
7. a

OBJECTIVE 2

Recommended opening procedure

1, 2, 3, 4, 5, 8

Recommended closing procedure

2, 3, 6, 7, 8

OBJECTIVE 3

To prevent burglaries

1, 2, 3, 6, 7, 8, 9

To prevent robberies

1, 3, 4, 5, 6, 8, 9, 10, 11, 12

OBJECTIVE 4

Answer should include any five of the following

- Keep it short and smooth
- Remain calm
- Listen carefully to orders and carry them out precisely, without hesitation
- Do not argue with the robber
- Tell the robber about any possible surprises

- Do not make any statement to the robber that could be misinterpreted as a threat
- Do not fight the robber
- Do not use weapons
- Drop and lie perfectly still if shooting starts
- Do not chase or follow robbers; a robber may deal with threats violently

OBJECTIVE 5 1, 3, 4, 5, 6

OBJECTIVE 6 1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 15

OBJECTIVE 7 1, 3, 4

OBJECTIVE 8 Discussion should include any six of the following

- If possible, notify store owner or manager and have him or her stop the suspect
- Another person should always be present when you question someone about suspected shoplifting
- Never touch the suspected person; try to have someone of the same sex as the shoplifter with you as you approach him or her
- Try to keep the encounter inconspicuous. Ask the suspect to step into the office, or a more secluded place
- Try to detain the person while she or he is still in the store. If allowed outside, the suspect may run. If she or he does run, try to get a good description and a car license plate number
- Never mention the word "steal" or "thief" to the suspect, and do not threaten
- Remain calm and polite, even if the person creates a disturbance
- Do not use force to detain any person
- Approach anyone suspected of using drugs very carefully; the suspect could be, or become, violent

- Never try to search a suspect; allow the police to do that. You can ask the suspect for the merchandise, and if she or he gives it willingly; you may ask the suspect to sign a confession
- Never make deals with shoplifters or allow the suspect to pay for the merchandise after she or he has been caught
- Always call the police

OBJECTIVES 9 and 10

Refer to answers to Assignment Sheets 1 and 2.

Degrees of Burglary and Their Penalties
(Oklahoma Statutes, Titles 21, Section 1431.)

21 1431.

1431. Burglary in first degree

Every person who breaks into and enters the dwelling house of another, in which there is at the time some human being, with intent to commit some crime therein, either:

1. By forcibly bursting or breaking the wall, or an outer door, window, or shutter of a window of such house or the lock or bolts of such door, or the fastening of such window or shutter; or
2. By breaking in any other manner, being armed with a dangerous weapon or being assisted or aided by one or more confederates then actually present; or
3. By unlocking an outer door by means of false keys or by picking the lock thereof, or by lifting a latch or opening, is guilty of burglary in the first degree. (1979)

21-1431 BURGLARY IN FIRST DEGREE.

1432 to 1434. Repealed by laws 1941, p. 87, 2.

1435. Burglary in second degree—Acts constituting

Every person who breaks and enters any building or any part of any building, room, both, tents, railroad car, automobile, truck, trailer, vessel or other structure or erection, in which any property is kept, or breaks into or forcibly opens, any coin-operated or vending machine or device with intent to steal any property therein or to commit any felony, is guilty of burglary in the second degree. (1961)

21-1435. BURGLARY IN THE SECOND DEGREE.

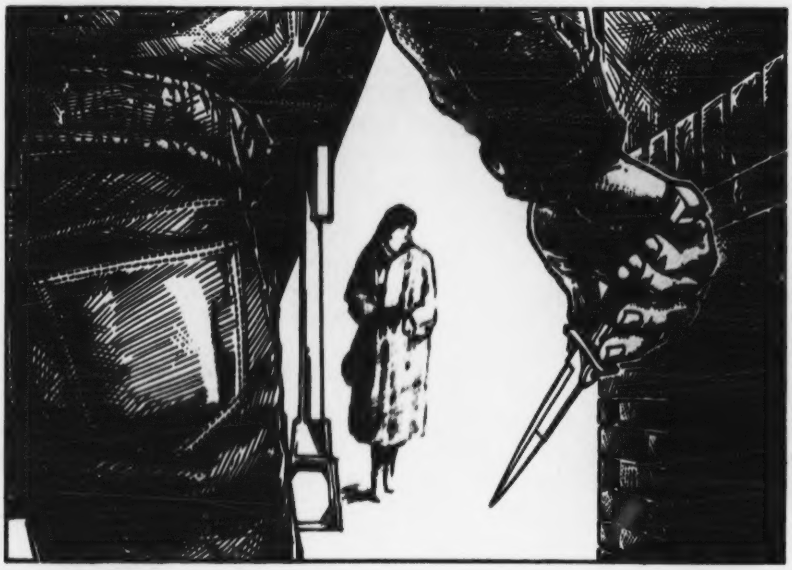
1436. Punishment of burglary

Burglary is punishable by imprisonment in the penitentiary as follow:

1. **Burglary in the first degree for any term not less than seven (7) years nor more than twenty (20) years.**
2. **Burglary in the second degree not exceeding seven (7) years and not less than two (2) years. (1887)**

Precautions for walking home after dark

- Walk with another person if possible
- Walk at a distance from alley entrances, store fronts, and shrubbery. Stay near the curb rather than close to buildings



- Avoid parks or open fields

  CAUTION: Never take shortcuts through poorly lighted areas.

- Do not linger in deserted areas
- Walk with head up, alert to people, movement, and sound around you
- Don't carry a purse if at all possible; otherwise carry your purse close to the body or under your coat

- Walk on the side of the street facing oncoming traffic; this allows you to see any approaching car
- Be wary if people in a car stop to ask directions
- never accept a ride from a stranger; that includes no hitchhiking

  NOTE: Accepting rides from strangers is equally hazardous for men and women.

- If approached by a stranger in a car, run in a direction opposite to the way the car is headed
- Run to the nearest home or business and summon help if being pursued

  NOTE: Do not run to your own home. A pursuer would know where to find you.

- Scream for help; do not hesitate if a threatening situation exists

  NOTE: If assaulted, report it to the police immediately.

Precautions for leaving work after dark

- Prearrange for a friend or relative to transport you home
- Make sure family member or roommate knows when you get off work and when you are expected home
- Alert family or friend to changes in schedule
- Familiarize yourself with employees of neighboring businesses

  NOTE: Safety can be enhanced when community businesses join together in defense of criminal activities.

- Do not wear expensive jewelry or carry large amounts of cash with you

Precautions to take against possible attack

- Be aware of your surroundings at all times
- Appear confident and assertive; look like you know what you are doing

  NOTE: Assailants usually seek someone who can be easily intimidated and overpowered.

- Listen to your intuition or "gut feelings"

  NOTE: If you feel danger, act on it.

- Dress practically; tight or bulky clothing, high heels, etc. make running or struggling difficult

  NOTE: The type of clothing you wear may also draw unfavorable attention to you.

- Keep your arms free or be prepared to drop bundles and run

  NOTE: Be aware that when your arms are full you are more vulnerable to attack.

- Plan your method of resistance and practice until you feel comfortable with it

  NOTE: Decide if you (personally) would be willing to risk escape, or if you would simply comply with the attacker's orders (and risk being killed).

- Stay in a public place if possible

  EXAMPLE: Front of store

Precautions for driving home late at night

- Always park by the door, or get an escort to the parked car
- Always lock car doors to prevent entry by an unwanted passenger
- Walk around car before getting in, to see if someone is underneath

  NOTE: Someone under the car may grab you and cause you to lose balance; or he or she may cut you with a razor.

- Always have car key in hand
- Never walk to car if in a vacant or near-vacant lot if a van is parked next to it

  NOTE: Someone in van may open sliding door, pull you into the van, and drive off.

- Check the backseat before entering car to be sure no one is hiding
- Once you have entered the car, lock the doors and keep windows rolled up so no one can reach through the window
- If someone calls to you in the parking lot, do not turn your head or respond in any way; pretend you did not hear the individual
- Know where you local police station is and drive there if you are being followed

  NOTE: Do not get out of the car. Honk the horn until an officer comes out.

- Never lead anyone to your home; if a police station is not nearby, go to a busy area of town and look for a police officer
- Stay off deserted roads where you can be terrorized or run off the road
- Make sure you have ample gasoline, a good battery, and sound tires to avoid possible breakdown

- **If you have a flat tire in a questionable area, drive on it until you reach a safe, well-lighted spot**
- **In the event of car trouble, lift the hood of car to signal for help; get back in the car promptly and lock the doors; leave lights and emergency flasher on at night; if someone stops, lower window a crack and ask person to call for assistance**

CAUTION: Never let a stranger in the car.

Precautions for handling money

- Never allow money to build up in your register; hourly checks of register should be made and excess money should be deposited in safe; notify manager if large sum of cash accumulates in cash drawer
- Money drawers should be closed at all times when not in use
- Do not discuss amount of money handled in store with friends or customers
- Be alert; do not let customers or disturbances draw your attention away from open cash drawer
- Pay full attention in all cash transactions; concentrate on the amount of money received from the customer, the amount of purchase and, if appropriate, the amount of change to return to customer
- Do not make change as part of sale; handle as separate transaction

  NOTE: Management will determine policy on making change to customers.

Ways to prevent rape

- Carry an external form of defense at night such as a flashlight, whistle or umbrella

  NOTE: It is suggested that you do not carry a knife or gun as these weapons could easily be taken away and used against you. A nail file, car keys and/or your fingernails are useful weapons against attack.

- If you feel you are being followed, cross the street often
- Avoid loitering in parking lots, libraries, public bathrooms, unlighted pathways, elevators, entry ways, unattended classrooms, and parking lots
- Be aware of what is happening around you; think about protecting yourself and what you are going to do if a strange man approaches you
- Do not panic if you find yourself in a rape situation; scream, blow a whistle, or try to distract the attacker and run away
- Fake being sick; go into convulsions, pretend to have stomach pains, claim to have VD, AIDS, or your period, or fake a seizure
- Talk to the attacker, call out to an imaginary friend in the distance, or tell him you are expected home immediately
- Do not allow your self-determination and control to be undermined by a relationship with the opposite sex; be confrontive and do not automatically assume that casual acquaintances are trustworthy; it is better to offend someone or appear foolish than to become a victim of rape
- If bodily contact is made, fake fainting and collapse in rapist's arms
- Basic prevention is to use common sense, be alert, and be cautious; be prepared in case you are victimized one day

Procedure to follow if rape occurs

- Remain calm enough to notice everything you can about rapist, where it occurred, and other evidence at scene of crime
- Call police or Rape Crisis Center immediately after attack
- Do not bathe, douche, or change clothes
- Go to hospital emergency room for examination and medical care within 24 hours after assault
- Call a friend or family member to be with you
- Write down the physical characteristics of rapist and any information which may help in the police investigation
- Seek counseling, assistance, and support through the local Rape Crisis Center

The laws pertaining to shoplifting are found in the state statutes and city ordinances.

A. Laws of State of Oklahoma

Title 21, Chapter 68, Oklahoma Statutes 1701 et. seq.

In Oklahoma, the crime of stealing personal property is termed a "larceny." The elements of a larceny are:

1. A taking
2. of personal property
3. by fraud or stealth
4. with intent to deprive another thereof

Larcenies are divided into two degrees: Grand Larceny and Petit Larceny.

1. Grand Larceny: Grand Larceny is committed when the personal property taken is worth more than fifty dollars ($50.00). This is considered a Felony offense.
    a. Punishment for Grand Larceny: If a person is convicted of grand larceny, the punishment is confinement in the state penitentiary for a period of one to five years.
2. Petit Larceny: Petit Larceny is any act of larceny which involves taking of property valued under fifty dollars ($50.00). This is considered a misdemeanor offense.
    a. Punishment for Petit Larceny: The punishment for being convicted of petit larceny varies with the number of items taken and the number of previous larceny convictions.
        1. First Conviction/One Item Stolen: If it is the first conviction, a person can be sentenced to serve no more than thirty (30) days in the county jail and pay a fine which can range from ten dollars ($10.00) to one hundred dollars ($100.00).

2. First Conviction/Multiple Items Stolen: If it is a first conviction, but more than one item was taken, a person can be sentenced to serve no more than thirty (30) days in the county jail and pay a fine which can range from fifty dollars($50.00) to one hundred dollars ($100.00).

3. Second Conviction: If it is a person's second conviction for petit larceny, he or she will serve a sentence in the county jail for a period which can range from thirty (30) days to one (1) year and pay a fine of up to one thousand dollars ($1,000.00).

4. More Than Two Convictions: If a person has two or more previous petit larceny convictions, and is convicted again, he or she will be sentenced to confinement in the state penitentiary for a period which can range from two (2) to five (5) years.

B. Detentions

Title 22, Chapter 25, Oklahoma Statutes 1343

The purpose of the detention statute is to give merchants and their employees a guideline to what they can do in the event a suspected shoplifter is detected.

If there are reasonable grounds or probably cause to believe a person has committed or is committing a wrongful taking of personal property, any merchant, his agent, or employee, may detain an individual in a reasonable manner for a reasonable length of time in order to:

a. Conduct an investigation of whether a wrongful taking of personal property has taken place (this includes a reasonable interrogation)

b. Call police

c. Perform a reasonable search of detainee and his belongings

d. Recover personal property believed to be taken wrongfully

1. Reasonable Grounds and Probable Cause:

Under the statute, merely suspecting a person of shoplifting is not enough to justify detention. The standard used to determine if a detention can be made is "Are there reasonable grounds to warrant a cautious man to believe the suspect is guilty of shoplifting?" The two things to look for are:

- a. Has the suspect exercised control over the property, and
- b. Does the suspect have the intent to permanently deprive the owner of the property unlawfully?

If an individual is seen concealing the item in some way (putting goods in pocket, inside a coat, under a dress, etc.) then the first element is satisfied. The second element is satisfied by the individual attempting to leave the premises with the goods without paying for them. Criminal charges cannot be filed until the person goes through the checkout without paying for the merchandise.

2. Reasonable Time and Manner:

This is a very broad definition. The "reasonableness" will be determined by the circumstances of each case. Obviously no suspect can be detained for several hours, but time enough to recover the goods and to call the police so arrest may be made is regarded as reasonable. It is best to adopt a detailed store policy to handle this situation so that when detention occurs, the merchant or his employees may decide on the course of action to be followed without delay.

3. Where Detention Should Be:

Although initial stops of a suspect will usually take place outside of the store or near the checkout counter, all questioning and conversing should be carried out in a place which is as private as possible. Exposure to the peering eyes and curious ears of other customers should be kept to a bare minimum.

4. Searches:

The U.S. Constitution protects individuals from unlawful search and seizure. 22 O.S. § 1343 gives merchants, their agents or employees, the ability to conduct " a reasonable search of the detained person and his belongings," if there are "reasonable grounds" to believe he has the merchandise on his or her person or within his belongings. If there is a question as to whether or not to search a suspect to regain the lost property, the best course of action would be to wait for the police to arrive to determine whether a search should be made.

Prepared by Officer Bert Franks, Stillwater, Oklahoma, Police Department.

Tools used by shoplifters

- Boxes tied or wrapped like a regular suit box or other parcel but with a hinged top, bottom, or end
- Belts or harnesses to be worn under coats
- Work clothing bundled in a package
- Pants or bloomers with full pockets
- Large wristed gloves
- Musical instrument cases
- Helper coats with large pockets
- Pockets running the full length of the sleeve or large sleeves with cuff pockets
- Newspapers or magazines that are folded to hold phonograph records or other items
- Umbrellas that are fitted with elastic bands that are attached to the ribs of the umbrella
- Cases that look like those carried by doctors
- Baby carriages; some have false bottoms and others are filled with blankets to cover articles that are stolen
- Purses that are in baskets in self-service stores, also shoulder bags
- Maternity clothes—In some, the bulges are false and hold a lot of merchandise
- Books that are hollowed out to hold small items
- Dresses with pockets in the back of the neck so small articles can be dropped in while their hair is being fixed
- Bandaged arms with false plaster casts
- Toilet tissue or paper toweling with one end open so that small articles can be put in the broken end

- **Coats carried on the arm or laid on the counter that may be laid over the merchandise to be stolen**

Procedures for handling telephone threats

Bomb threat

- Take bomb threat seriously
- Remain calm
- Listen to the caller carefully
- Keep the caller talking while you alert other employees to situation

  NOTE: If possible, get second employee on phone line to listen to conversation.

- Listen to characteristics of caller's voice

  EXAMPLES: Male/female, tone, accent, speech impediment

- Ask for information pertaining to the bomb such as when it is set to explode, where it has been placed, what it looks like, and what type it is
- Listen for any identifiable noises in background
- Ask why bomb was placed in facility and if there are any demands
- Note the time of the call—when it began and ended
- Write down the caller's exact words if possible
- After call, contact your manager or supervisor immediately
- Notify the local law enforcement agency

  NOTE: Management is responsible for notifying police. However, time is important in the case of a bomb threat so it may be necessary for an employee to contact the police first.

- Offer investigating officers assistance in locating the bomb

  NOTE: A manager or employee is more familiar with business surroundings and may be able to point out areas where bomb could be hidden and any items which should not be in the area.

CAUTION: No one should attempt to move, touch, examine, or disturb a bomb if it is located before trained personnel have arrived. Tampering with the device could result in its detonation and cause death or serious injury to employees and customers.

- Evacuate facility

  NOTE: Follow predetermined evacuation procedure.

- If time permits, lock equipment containing cash and secure valuables

- Do not return to facility until police have determined the threat was a hoax or until bomb has been removed

Kidnap/hostage situation

NOTE: This type of threat generally is limited to major banking institutions and corporate offices.

- Take kidnap/hostage situation seriously

- Remain calm

- Alert other employees, through prearranged signals, to the situation.

  NOTE: Security personnel, FBI, and police should be notified.

- Verify that the situation is real

  - Have other employee try to locate alleged hostage at work, home, etc.

  - Ask to speak to hostage

- Keep caller talking

  NOTE: Listen carefully to caller's voice to pick up any distinguishing characteristics which might identify individual. Also listen for any noises in the background which could identify location where hostage is being held.

- Write down caller's demands; ask questions to determine why hostage is being held and how much money is needed

- Cooperate with caller

- Stall for time; explain that it is difficult to obtain large sums of money in a short period of time

- Attempt to arrange a hostage exchange for ransom; make sure instructions are clear
  - When
  - Where
  - Amount of ransom
  - Type of payoff—person-to-person or drop

    NOTE: It is always preferred to make a simultaneous exchange of ransom for the hostage
- Cooperate with law enforcement officers in securing release of hostage

  NOTE: The safety of the hostage always comes first. The apprehension of the criminal is secondary.

Procedure to follow in the event of a demonstration

NOTE: Any type of business needs to know about the right to protect property and legal responsibility for the safety of employees and other people. Management should obtain an opinion from the District Attorney as to rights in protecting property.

- Contact management and inform them of situation

  NOTE: It is a management responsibility to notify security personnel or local police in the event of a demonstration.
- Locate employees at key points in facility to report on demonstrators' activities; if activities are outside, place at least two employees at entrance to relay information
- Caution all employees to remain calm
- Secure any items of value; minimize cash in drawers and registers
- Remove any items which could be used as weapons
- Proceed with business as usual

PRETEST

STORE AND PERSONNEL SECURITY

VI

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with personal on-the-job safety to their correct definitions. Write the correct letters in the blanks.

____ 1. The organized withdrawal of people from a facility for safety purposes

____ 2. Any sexual intimacy forced upon one person by another

____ 3. A taking of personal property by fraud or stealth with intent to deprive another

____ 4. A wrongful taking of personal property in the possession of another, from his person or immediate presence, and against his will, accomplished by means of force or fear

____ 5. Protection against unnecessary expense or loss in monetary or human resources; measures taken by management to guard against sabotage, theft, or attack

____ 6. The breaking and entering of a facility for the purpose of committing an unlawful act such as stealing anything of value

____ 7. An act that has been committed which is against the law

a. Crime

b. Pilferage

c. Robbery

d. Security

e. Shoplifting

f. Evacuation

g. Burglary

h. Misdemeanor

i. Soundness

j. Rape

OBJECTIVE 2

Select from a list true statements concerning recommended opening and closing procedures for business establishments. Write an "X" in the blank before each correct answer.

Recommended opening procedure

____1. Follow the carefully prescribed routine each business day

____2. If the clear signal is given, the waiting employee should enter the facility and relock the front door until business hours

____3. Before entering, employees should drive around building and carefully check for suspicious activity or damage to facility

____4. The signal should be changed periodically and be given in a voice command and gesture to indicate it is clear. Another signal should be predetermined to indicate trouble.

____5. If the danger signal is given, the waiting employee should indicate that an item was left in the car and then proceed slowly but deliberately to a phone to call the police

____6. Employees responsible for opening should arrive in fifteen-minute intervals

____7. If everything seems normal, the manager or designated employee should enter the facility using the back entrance with the other employee standing well away from the entrance

____8. The first employee in should turn on the lights and check the interior, including restrooms, offices, store rooms, and other spaces that might offer concealment for a thief

____9. After the employee feels it is safe, the employee should reappear in the front entrance and signal the waiting employee

Recommended closing procedure

____1. Avoid closing a business in groups

____2. Keep closing crew in business until everyone is ready to leave together

____3. Observe any unusual activity on the part of the customers as they are leaving premises

____4. Lock all cabinets immediately at closing

___ 5. Use techniques for prevention of injuries

___ 6. Leave as a group for personal safety and to deter a robber from using an employee to gain entrance to the business

___ 7. Thirty minutes before closing, check the interior including restrooms, offices, store rooms and other spaces that might offer concealment to a thief

___ 8. Complete all closing procedures

OBJECTIVE 3

Select from a list techniques for the prevention of burglaries and robberies. Write an "X" in the blank before each correct answer.

To prevent burglaries

___ 1. Leave interior lights on over the safe, entrance, and exit

___ 2. Check all doors and windows at close of business and activate locks (internal and external) and security alarm

___ 3. Keep minimum amount of money on premises

___ 4. Report any suspicious loiterers in or near business at closing time to supervisor

___ 5. Do not lock safe in case of robbery

___ 6. Lock money drawers

___ 7. Turn on outside security lights

___ 8. Lock up extra keys, petty cash, and stamps

___ 9. Check all rooms and storage areas for any hiding intruders

To prevent robberies

___ 1. Look directly at customers as this may give you an indication of their intentions

___ 2. Be alert when about to close business

___ 3. Post decals to advertise security systems

___ 4. Assist police and courts in prosecuting robbers who are caught as a deterrent to other robbers

___ 5. Keep marked money ("bait money") in cash drawer or register to help identify the robber

____6. Take note of possible escape routes that might be available to a fleeing person

____7. Keep the back of the store in clear view from outside the facility and in major traffic areas of the customers

____8. Openly and properly greet customers

____9. Always call police if activities around the store appear suspicious

___10. Keep cash on hand to a minimum

___11. Extend services and assistance to the customers

___12. Be aware of blind areas around store where a person or vehicle could be hiding

___13. Be aware of activities outside the store. Increase awareness during busy times

OBJECTIVE 4 **Name ways to prevent violence during a robbery.**

____

____

____

____

____

OBJECTIVE 5 **Select from a list true statements concerning the procedure for reporting a robbery.** Write an "X" in the blank before each correct answer.

____1. If other witnesses to robbery are present, ask them to write down robber's description and to remain until police arrive

____2. Take out robbery description sheet and fill in the appropriate information after you have had time to think about it

____3. Stay near the phone

____4. When robber has left the store, call the police. Respond to all questions and do not hang up the phone until the officer tells you to do so

___ 5. Do not estimate amount of the loss

___ 6. Lock door after robbery and halt all business until police arrive; do not disturb evidence

___ 7. In the event a person is injured, call the police then contact the injured person's supervisor

___ 8. Protect the crime area from any disturbances. Arrange the evidence

___ 9. Follow up the emergency calls with a call to your doctor

OBJECTIVE 6

Select from a list types of information included on a crime fact sheet. Write an "X" in the blank before each correct answer.

___ 1. Weight

___ 2. Color of hair, eyes, complexion

___ 3. Any names used

___ 4. Mode of transportation used and direction taken in escape

___ 5. Height

___ 6. Mannerisms

___ 7. Motive

___ 8. Age

___ 9. Weapon exhibited

__ 10. Clothing brand

__ 11. Clothing styles, color, type

__ 12. Speech

__ 13. Date of birth

__ 14. Destination of escape

__ 15. Distinguishing characteristics

OBJECTIVE 7

Select from a list recommended techniques for preventing shoplifting. Write an "X" in the blank before each correct answer.

____1. Serve customers when they enter

____2. Search everyone who enters the store

____3. Place small, inexpensive items in glass cases

____4. Watch all areas of the store

____5. Follow all suspicious looking customers

____6. Never show expensive items to customers

OBJECTIVE 8

Discuss guidelines for approaching a suspected shoplifter.

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 9

Analyze case studies to determine correct security practices. SCORE ________

OBJECTIVE 10

Complete a crime fact sheet. SCORE ________

OBJECTIVE 1

Match terms associated with personal on-the-job safety to their correct definitions.

- **Burglary**—The breaking and entering of a facility for the purpose of committing an unlawful act such as stealing anything of value

  NOTE: For a legal definition of burglary in the First and second degree, ask your instructor for your state's laws. Oklahoma's laws regarding this are listed in Handout 1.

- **Crime**—An act that has been committed which is against the law
- **Evacuation**—The organized withdrawal of people from a facility for safety purposes
- **Rape**—Any sexual intimacy forced upon one person by another

  (NOTE: Check your state law for the court's definition of rape. It will vary from state to state.)

- **Robbery**—A wrongful taking of personal property in the possession of another, from his person or immediate presence, and against his will, accomplished by means of force or fear

  NOTE: This is the definition of robbery from Oklahoma Statutes, Title 21, Section 801. Degree of robbery is also listed in this section as follows: "Robbery, when accomplished by the use of force, or of putting the person robbed in fear of some immediate injury to his person is robbery in the First degree. When accomplished in any other manner it is robbery in the second degree." (1887.)

- **Security**—Protection against unnecessary expense or loss in monetary or human resources; measures taken by management to guard against sabotage, theft, or attack
- **Shoplifting**—The taking of personal property by fraud or stealth with intent to deprive another thereof

  (NOTE: This is the definition of larceny from Oklahoma Statutes. Title 21, Section 1701.)

OBJECTIVE 2 **Select from a list true statements concerning recommended opening and closing procedures for business establishment.**

Recommended opening procedures

- Follow the carefully prescribed routine each business day.
- Employees responsible for opening should arrive at same time.
- Before entering, employees should drive around building and carefully check for suspicious activity or damage to facility.

  NOTE: If anything suspicious is observed upon arrival, do not enter the facility. Contact local law enforcement and management. Remain in view of facility, but at a safe distance, until officers arrive.

- If everything seems normal, the manager or designated employee should enter the facility using the front entrance with the other employee standing well away from the entrance.
- The first employee in should turn on the lights and check the interior, including restrooms, offices, store rooms, and other spaces that might offer concealment for a thief.
- After a predetermined time, the employee should reappear in the front entrance and signal the waiting employee.
- The signal should be changed periodically and be given both in a voice command and gesture to indicate it is clear. Another signal should be predetermined to indicate trouble.
- If the danger signal is given, the waiting employee should indicate that an item was left in the car and then proceed slowly but deliberately to a phone to call the police.

  NOTE: The location of the nearest phone should be established as a part of employee training. Also, a small business card listing the phone number of local police and a quarter taped on the opposite side of the card should be carried by employees. It may save an employee's life in the event of any emergency.

- If the clear signal is given, the waiting employee should enter the facility and relock the front door until business hours.

Recommended closing procedure

NOTE: Crimes committed after closing operations offer the greatest rewards to the criminal. With the building empty and closed, the criminal can take time to secure both money and the victim(s), thus preventing immediate contact with police. The danger in this type of situation is that criminals have no reason to hurry and acts of violence, such as rape and murder, are more likely to happen.

- Avoid closing a business alone.
- Thirty minutes before closing, check the interior including restrooms, offices, storerooms and other spaces that might offer concealment to a thief.
- Observe any unusual activity on the part of the customers as they are leaving premises.

  EXAMPLE: Loitering
- Lock all external doors immediately at closing.

  NOTE: Do not begin counting cash until entire building is secured.
- Keep closing crew in business until everyone is ready to leave together.

  NOTE: Do not allow employees to take out trash after dark or at closing. This allows robbers an opportunity to gain admittance to business.
- Complete all closing procedures.
- Use techniques for the prevention of burglaries.
- Leave as a group for personal safety and to deter a robber from using an employee to gain entrance to the business.

  NOTE: It is always an excellent practice for employees to park together in a well-lighted area of the parking lot.

OBJECTIVE 3 **Select from a list techniques for the prevention of burglaries and robberies.**

To prevent burglaries

- Check all doors and windows at close of business and activate locks (internal and external) and security alarm.
- Turn on outside security lights.
- Leave interior lights on over the safe, entrance, and exit.
- Lock safe.

  NOTE: Do not leave the combination to the safe in the business.
- Lock money drawers.
- Keep minimum amount of money on premises.

  NOTE: Bank deposits should be made at least daily.
- Lock up extra keys, petty cash, and stamps.
- Check all rooms and storage areas for any hiding intruders.
- Report any suspicious loiterers in or near business at closing time to police

To prevent robberies

NOTE: Every day approximately 1500 robberies occur in the United States, mostly retail establishment.

- Be alert during working hours.
- Keep the sales counter in clear view from outside the facility and in major traffic areas of customers.
- Openly and properly greet customers.

  NOTE: By making contact with a potential robber, you have let the individual know you are aware of his/her presence in the store.
- Look directly into customers' eyes as this may give you some indication of their intentions.
- Extend services and assistance to the customers.

NOTE: A real customer likes the attention and robbers do not.

- Keep cash on hand to a minimum

  NOTE: A sign alerting would-be robbers that little cash is kept on the premises is a strong deterrent to robbery.

- Keep marked money "bait money" in cash drawer or register to help identify the robber.
- Post decals to advertise security systems.

  EXAMPLE: Minimum amounts of cash on hand

- Be aware of activities outside the store. Increase awareness during evening hours of operation.
- Be aware of blind areas around store where a person or vehicle could be hiding.
- Take note of possible escape routes that might be available to a fleeing person.
- Always call for a police patrol check if activities around store appear suspicious.

  NOTE: It is a good policy for food service establishments to offer complimentary coffee and meal discounts to police officers to increase their visits to the facility.

- Assist police and courts in prosecuting robbers who are caught as a deterrent to other robbers.

OBJECTIVE 4

Name ways to prevent violence during a robbery.

- Keep it short and smooth

  NOTE: The longer the robbery takes, the more nervous the robber becomes.

- Remain calm.
- Listen carefully to orders and carry them out precisely, without hesitation.
- Do not argue with the robber.

  NOTE: Robbers seldom hurt people who cooperate with them.

- Tell the robber about any possible surprises.

  EXAMPLE: New shift coming on duty or an expected delivery

- Do not make any statement to the robber that could be misinterpreted as a threat.

  EXAMPLE: Telling a robber he will be prosecuted to the fullest extent of the law

- Do not fight the robber

  NOTE: Money is not worth the risk of harm to customers or employees.

- Do not use weapons.

  NOTE: It is company policy which determines whether weapons are prohibited from the premises.

- Drop and lie perfectly still if shooting starts.

- Do not chase or follow robbers. A robber may deal with threats violently.

  NOTE: A police officer could mistake you for the robber if you were observed fleeing the scene. Try to note the direction the robber goes and the mode of transportation used.

OBJECTIVE 5

Select from a list true statements concerning the procedure for reporting a robbery.

- When robber has left the store, call the police. Respond to all questions and do not hang up the phone until the officer tells you to do so.

  NOTE: Emergency phone numbers should be located on or near the telephone.

- In the event a person is injured, call the paramedics then contact the injured person's family.

- Follow up the emergency call with a call to your supervisor.

- Stay near the phone.

- Protect the crime area from any disturbance. **Do not touch any evidence.**

NOTE: All business transactions must stop until the police have completed their investigation.

- Lock door after robbery and halt all business until police arrive; do not disturb evidence.
- **NOTE:** If the robbers get back in, they may create a hostage situation.
- Take out a robbery description sheet and fill in the appropriate information while it is fresh in your mind.
- If other witnesses to robbery are present, ask them to write down robber's description and to remain until police arrive.

NOTE: Do not discuss robbery with others or allow them to discuss robber with one another. Leave fact finding to the police.

- Do not estimate amount of loss.

NOTE: If you are not certain of the exact amount, tell the police a correct amount can be determined by your supervisor.

OBJECTIVE 6 **Select from a list types of information included on a crime fact sheet.**

Physical description

- Height
- Weight
- Age
- Color of hair, eyes, complexion
- Distinguishing characteristics

Clothing

- Style
- Color
- Type

Miscellaneous

- Weapon exhibited

- Speech
- Any names used
- Mannerisms

Means of escape

- Mode of transportation
- Direction taken

OBJECTIVE 7

Select from a list recommended techniques for preventing shoplifting.

Customer surveillance

NOTE: The following behaviors *may* indicate a person who intends to shoplift.

- A person who leaves a particular area very quickly.
- A person who makes several trips to restrooms.
- Persons carrying large boxes or bags, topcoats, briefcases, newspapers, umbrellas, or with an arm in a sling.
- Persons wearing heavy outer garments when the weather is not cold.
- Persons with unusual walks, who tug at sleeves, adjust socks, or wear baggy clothes.
- Persons who reach into display areas.
- A person who always keeps one hand in a pocket.
- Persons who seem very nervous or flushed.
- Persons who loiter and seem to have no interest in buying.

Store precautions

- Serve customers when they enter
- Keep counters and shelves neat and orderly so missing items are easily spotted
- Look inside large items such as cans, luggage, purses, and boxes at checkout.

- Be sure there is a warning system among employees.
- Keep all areas of store attended.
- Be sure your employer trains you in handling shoplifters.
- Arrange displays so they do not provide cover for shoplifting.
- Structure aisles so that they do not hide other areas of the store.
- Place small, inexpensive items in glass cases.
- Place expensive items in locked cases or use tags with alarms on them.
- In larger stores; use cameras, mirrors, peek holes, uniformed guards, bag-check stations, and controlled exits.

Control dressing room if your store has one.

NOTE: Limit number of garments taken in and out, monitor entrance, and check on customers regularly.

If you are a store manager, always prosecute shoplifters; post signs stating this fact in the store

OBJECTIVE 8

Discuss guidelines for approaching a suspected shoplifter.
If possible, notify store owner or manager and have him or her stop the suspect

NOTE: Be sure you actually saw something taken and where it is concealed.

- Another person should always be present when you question someone about suspected shoplifting.
- Never touch the suspected person; try to have someone of the same sex as the shoplifter with you as you approach him or her.
- Try to keep the encounter inconspicuous. Ask the suspect to step into the office, or a more secluded place.
- Try to detain the person while she or he is still in the store. If allowed outside, the suspect may run. If she or he does run, try to get a good description and a car license plate number.

- Never mention the word "steal" or "thief" to the suspect, and do not threaten.
- Remain calm and polite, even if the person creates a disturbance.
- Do not use force to detain any person.
- Approach anyone suspected of using drugs very carefully; the suspect could be, or become, violent.
- Never try to search a suspect; allow the police to do that. You can ask the suspect for the merchandise, and if she or he gives it willingly, you may ask the suspect to sign a confession.
- Never make deals with shoplifters or allow the suspect to pay for the merchandise after she or he has been caught.
- Always call the police.

Most Important Factors in Committing a Robbery

(NOTE: This is derived from a Southland Corporation-commissioned survey of prison inmates which was conducted by Athena Research Corporation of Jackson Hole, Wyoming in 1985. The survey, which focused on convenience stores, indicated that it was clearly the amount of money that determined the appeal of a business as a robbery target.)

(On a scale of 1 to 5 with 1 most important)		
1)	Amount of money	1.27
2)	Escape route	2.33
3)	Anonymity	2.76
4)	Likelihood of interference	3.02
5)	Active police patrol	3.44
6)	Armed clerk	3.60
7)	Number of clerks in store	3.76
8)	Number of customers in store	3.80
9)	Camera system in store	4.18
10)	Alarm system in store	4.39

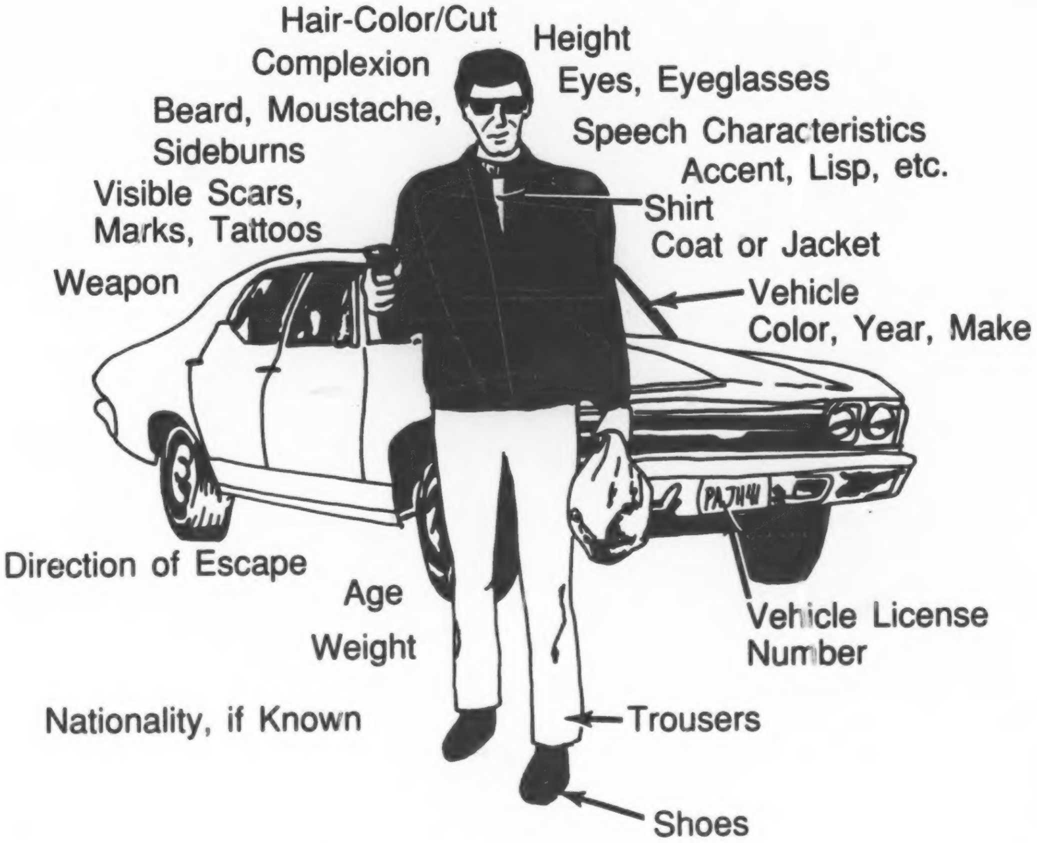
Facts About Rape

- Rape is a crime of violence, not sex.
- Statistics indicate you are more likely to be attacked by someone you know casually than by a total stranger.
- Rapists have no outstanding physical characteristics. They look like everybody else.
- Rape is often planned. It is not an impulsive act.
- There is no specific place or time for rapes to occur.
- August is the month during which rapes occur most frequently and January is the month in which the least number of rapes occur.
- The victim is **NOT** the guilty part.

TM 3

Thanks for the Memory

Most Robberies are Over in Less Than One Minute. Take Note of Everything You Can...the Robber's Size, Weight, Build, Dress, Speech, Abnormalities, Method and Direction of Getaway.


Hair-Color/Cut
Height
Complexion
Eyes, Eyeglasses
Beard, Moustache, Sideburns
Speech Characteristics Accent, Lisp, etc.
Visible Scars, Marks, Tattoos
Shirt
Coat or Jacket
Weapon
Vehicle Color, Year, Make
PA 7H41
Direction of Escape
Age
Vehicle License Number
Weight
Nationality, if Known
Trousers
Shoes

Don't Compare Notes With Other Witnesses. It's Easy to Become Confused.

ASSIGNMENT SHEET 1

STORE AND PERSONNEL SECURITY

VI

NAME ______________________ SCORE ______

OBJECTIVE 9 **Analyze case studies to determine correct security practices.**

INTRODUCTION As an employee, you must constantly be aware of threats to your safety and to the safety of others. Each business runs the risks of burglary, robbery, and other security threats both to the business and personnel. This assignment sheet will give you practice in recognizing and dealing with such situations. Appropriate actions in such situations may save money and lives.

DIRECTIONS Read the following case studies and answer the questions following each one.

A. Joan and Jim work the early morning shift at the local Donuts by Danny shop. Every morning they open the store at 3:30 a.m. to begin baking. One early spring morning, Joan arrives at 2:30 a.m., so that she can take off early to go on a date. Usually Joan waits for Jim to arrive before unlocking the store, but today she decides to just open the front door and go in. After all, if anyone wants money, they will be in by the cash register. After a quick glance through the window, Joan goes in and turns on the lights and cash register. After a few minutes of straightening tables, she goes to the back room to get ingredients for donut batter.

   Just as she goes through the door and reaches for the storeroom lights, a man grabs her from behind and pulls her to the floor. She is no match for her assailant, and she is beaten and raped. When Jim arrives at the store, he finds Joan crying. He asks what happened. As he goes to the storeroom, he sees that the assailant had entered through the back door of the store, which apparently was not locked the night before. Jim checks the store register and finds last night's earnings taken also, since the assistant manager had neglected to deposit the money or put it in the safe.

1. What is the first thing that could have prevented this situation?

____

____

____

2. What did Joan do wrong in opening the business?

____

____

____

3. What could be done to prevent this situation from happening again?

____

____

____

B. John works nights and weekends at the local department store. He usually rotates between several departments—lawn and garden, hardware, or cashier. Tonight, he is working both hardware and lawn and garden. It is a slow night, so John begins closing out the back register. After all, he'd already told his friends he would meet them at the late movie. The only customers in his area of the store (three young men) have been looking around for some time and don't appear to be interested in buying anything anyway. One of them has already left.

As John finishes counting the money in his register and cuts through the storeroom to put the money in the main office, he notices a movement behind some boxes. The man he thought had left comes from behind the boxes and asks for the money. As Jim turns to run, he sees the other two men behind him, one of them holding a shovel as if to hit him in the head.

"Look, there's not much money here, and I'm not going to let you bums have it! You probably just want it for drugs! Get out that back door now, and I won't report you. My boss will be here any minute to put the rest of the money. . ." Before John could finish his sentence, he is hit over the head with the shovel. As he falls to the floor, the men grab the money and leave through the back door. Fifteen minutes later, the store manager discovers John lying on the cement floor and the back door of the store open.

1. List factors that contributed to the robbery.

   ____

   ____

2. What could be done to prevent this from happening again?

   ____

   ____

C. Kay is a cashier in the women's clothes and accessories area of a large department store. This Saturday morning is a particularly frustrating day, Kay thinks to herself, since she needs to finish deciding what to wear to the prom that night. She decides to make a list of everything she will wear to the prom and after-party. She will clean up that messy jewelry and scarf counter later. No one is around needing to be waited on, she thinks to herself, except those two teenage girls who've been looking at everything and don't seem to want any help.

As Kay starts her list, her best friend Sharon drops by to discuss prom plans. As they compare notes, Kay notices one of the teenagers going into the dressing room with several items over her arm. Her friend nervously waits for her with her hands in her pockets. Soon, she begins looking at the purses. Kay and Sharon continue talking, and the girl nervously approaches the register to pay for a large purse. Kay hurriedly rings up the purse without checking inside it, so she can finish her conversation. The girl pays for the purse and leaves quickly, without her friend.

Later, as Kay checks in the dressing room before leaving for lunch, she discovers clothes left in one room, but not clothes from the store. Upon closer inspection, she remembers the shirt and shorts match what the other teenage girl was wearing. As she picks them up, she finds two small boxes underneath, one of which had contained a snakeskin billfold and one which had contained a moderately expensive necklace and matching earrings. As Kay goes out to inspect the jewelry and scarf counter, she sees that the scarf she had been waiting to buy is also missing.

1. List factors that contributed to the shoplifting of merchandise from the store.

____

____

____

2. What could be done to prevent this from happening again?

____

____

____

NAME ______________________________ SCORE ______

OBJECTIVE 10

Complete a crime fact sheet.

INTRODUCTION

There are several factors which can lead to the quick apprehension of a criminal. A good physical description is the primary factor. However, it is also important to note clothing worn, the type of weapon used, unusual speech pattern or mannerisms, and the means and direction of escape.

DIRECTIONS

A robbery will be staged in the classroom as part of this assignment. Based on the given situation, complete the fact sheet below. Remember, it is important to give correct information. If you are unsure, it is better to leave a blank space on the sheet.

Part I: Physical Description

Color________________ Sex______ Nationality____________

Age_____ Height _____ Weight ______ Build ____________
(thin, stocky, etc.)

Complexion___________ (light, dark, ruddy, etc.)

Hair_______________ (color, wavy, straight, how combed)

Eyes ______ (color, small, large, etc.)

Nose______________________________ (large, small, broad, pug, etc.

Ears________________ (prominent, small, etc.)

Glasses_______________ (describe frames)

Mustache or Beard_______________ (color, shape, etc.)

Mask or Falseface______________________________
(type, color, etc.)

Scars or Marks______________________________
(tatoos, birthmarks, facial blemishes, etc.)

Distinguishing Characteristics______________________________
(how would you pick this person out of a crowd?)

Part II (Describe color, type of material, style, etc.)

Hat ____________________

Overcoat ____________________

Raincoat ____________________

Jacket ____________________

Suit ____________________

Trousers ____________________

Shirt ____________________

Tie ____________________

Shoes ____________________

Other Clothing ____________________

Part III Miscellaneous

Weapon Exhibited ____________________
(revolver, automatic pistol, knife, etc.)

____

Speech ____________________
(any accent, peculiarity of speech)

____

Any Names Used ____________________

____

Mannerisms ____________________
(right or left handed, unusual)

____
(walk or carriage, nervous habit, etc.)

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Part IV

Additional Data

Means of Escape ____________________
(on foot, auto)

Direction Taken ____________________

____

Motor Vehicle ____________________

License No. ____________________ Other ____________
(lic. no., state, color)

Make ____________________ Color ____________
(black, two-tone, ivory over blue, etc.)

Year ____________________ Model ____________
(2 door, convertible, etc.)

Number, Color and Sex of Passengers ____________________

Special Features ____________________

____

Remarks ____________________

____

____

____

____

____

____

Prepared by ____________________

Position or Address ____________________

Date and Time of Incident ____________________

ASSIGNMENT SHEET 1

A. 1. The back door should have been locked.

2. First, she should have driven around the building and looked for suspicious activity. She should not have gone to work early to open the store alone. She should have looked in the front window carefully and then turned on all lights in the building and inspected the interior of the building.

3. First, make sure all doors and windows are securely locked. Lights inside the store should be left on at night to deter crime. Money from the cash register should be deposited nightly or at least locked in a store safe. Employees should follow all opening and closing procedures as listed in this unit.

B. 1. The back door of the store was unlocked, the store was understaffed, John was not watching the customers carefully (he did not see them leave or take the shovel), he began closing out the cash register before the store closed. Also, John should not have argued with and threatened the robbers.

2. Make sure that customers are watched carefully and do not begin closing the store until doors are locked and building has been inspected. Be sure back door to building is locked at all times except during business use. Follow guidelines listed in Information Sheet, Objective 4 for preventing violence during a robbery; and Objective 3, techniques for prevention of burglaries and robberies.

C. 1. Customers were not watched or greeted, Kay was not alert to what they were doing. She did not check inside purse for concealed merchandise nor did she monitor the dressing room. Counters were not kept neat and orderly to detect missing merchandise.

2. Correct mistakes made as listed in answer 1 above, and follow all guidelines to prevent shoplifting as listed in Information Sheet, Objective 7.

ASSIGNMENT SHEET 2

Actual information will vary depending on type of robbery stated in classroom. The following are suggested criteria to be included.

Physical description

- Height
- Weight
- Age
- Color of hair, eyes, complexion
- Distinguishing characteristics

Clothing

- Style
- Color
- Type

Miscellaneous

- Weapon exhibited
- Speech
- Any names used
- Mannerisms

Means of escape

- Mode of transportation
- Direction taken

WRITTEN TEST

STORE AND PERSONNEL SECURITY

VI

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with personal on-the-job safety to their correct definitions. Write the correct letters in the blanks.

____ 1. A wrongful taking of personal property in the possession of another, from his person or immediate presence, and against his will, accomplished by means of force or fear

____ 2. The breaking and entering of a facility for the purpose of committing an unlawful act such as stealing anything of value

____ 3. The taking of personal property by fraud or stealth with intent to deprive another thereof

____ 4. An act that has been committed which is against the law

____ 5. Protection against unnecessary expense or loss in monetary or human resources; measures taken by management to guard against sabotage, theft, or attack

____ 6. Any sexual intimacy forced upon one person by another

____ 7. The organized withdrawal of people from a facility for safety purposes

a. Security
b. Shoplifting
c. Crime
d. Pilferage
e. Burglary
f. Rape
g. Robbery
h. Soundness
i. Evacuation
j. Misdemeanor

OBJECTIVE 2

Select from a list true statements concerning recommended opening and closing procedures for business establishments. Write an "X" in the blank before each correct answer.

Recommended opening procedure

____1. Before entering, employees should drive around building and carefully check for suspicious activity or damage to facility

____2. If everything seems normal, the manager or designated employee should enter the facility using the back entrance with the other employee standing well away from the entrance

____3. Follow the carefully prescribed routine each business day

____4. If the danger signal is given, the waiting employee should indicate that an item was left in the car and then proceed slowly but deliberately to a phone to call the newspaper

____5. If the clear signal is given, the waiting employee should enter the facility and relock the front door until business hours

____6. Employees responsible for opening should arrive in fifteen-minute intervals

____7. The first employee in should turn on the lights and check the interior, including restrooms, offices, store rooms, and other spaces that might offer concealment for a thief.

____8. After the employee feels it is safe, the employee should reappear in the front entrance and signal the waiting employee

____9. The signal should be changed periodically and be given both in a voice command and gesture to indicate it is clear. Another signal should be predetermined to indicate trouble.

Recommended closing procedure

____1. Observe any unusual activity on the part of the customers as they are leaving premises

____2. Lock all cabinets immediately at closing

____3. Avoid closing a business in groups

____4. Leave as a group for personal safety and to deter a robber from using an employee to gain entrance to the business

___ 5. Keep closing crew in business until everyone is ready to leave together

___ 6. Complete all closing procedures

___ 7. Use techniques for prevention of injuries

___ 8. Thirty minutes before closing, check the interior including restrooms, offices, storerooms and other spaces that might offer concealment to a thief

OBJECTIVE 3

Select from a list techniques for the prevention of burglaries and robberies. Write an "X" in the blank before each correct answer.

To prevent burglaries

___ 1. Lock money drawers

___ 2. Keep maximum amount of money on premises

___ 3. Turn on outside security lights

___ 4. Leave interior lights on over the safe, entrance, and exit

___ 5. Do not lock safe in case of robbery

___ 6. Check all doors and windows at close of business and activate locks (internal and external) and security alarm

___ 7. Check all rooms and storage areas for any hiding intruders

___ 8. Report any suspicious loiterers in or near business at closing time to supervisor

___ 9. Lock up extra keys, petty cash, and stamps

To prevent robberies

___ 1. Be alert when about to close business

___ 2. Openly and properly greet customers

___ 3. Look directly past customers as this may give you some indication of their intentions

___ 4. Post decals to advertise security systems

___ 5. Be aware of blind areas around store where a person or vehicle could be hiding

____6. Always call to file a police report if activities around the store appear suspicious

____7. Assist police and courts in prosecuting robbers who are caught as a deterrent to other robbers

____8. Take note of possible escape routes that might be available to a fleeing person

____9. Keep the back of the store in clear view from outside the facility and in major traffic areas of customers

___10. Keep cash on hand to a minimum

___11. Be aware of activities outside the store. Increase awareness during busy times

___12. Keep marked money ("bait money") in cash drawer or register to help identify the robber

___13. Extend services and assistance to the customers

OBJECTIVE 4

Name ways to prevent violence during a robbery.

____

____

____

____

____

____

____

____

____

____

OBJECTIVE 5

Select from a list true statements concerning the procedure for reporting a robbery. Write an "X" in the blank before each correct answer.

___ 1. Take out robbery description sheet and fill in the appropriate information after you have had time to think about it

___ 2. Lock door after robbery and halt all business until police arrive; do not disturb evidence

___ 3. If other witnesses to robbery are present, ask them to write down robber's description and to remain until police arrive

___ 4. In the event a person is injured, call the police then contact the injured person's supervisor

___ 5. Follow up the emergency calls with a call to your doctor

___ 6. When robber has left the store, call the police. Respond to all questions and do not hang up the phone until the officer tells you to do so

___ 7. Stay near the phone

___ 8. Protect the crime area from any disturbances. Arrange the evidence

___ 9. Do not estimate amount of the loss

OBJECTIVE 6

Select from a list types of information included on a crime fact sheet. Write an "X" in the blank before each correct answer.

___ 1. Height

___ 2. Clothing brand

___ 3. Weight

___ 4. Date of birth

___ 5. Weapon exhibited

___ 6. Destination of escape

___ 7. Color of hair, eyes, complexion

___ 8. Clothing style, color, type

___ 9. Any names used

___10. Mode of transportation used and direction taken in escape

___11. Speech

___12. Mannerisms

___13. Distinguishing characteristics

___14. Motive

___15. Age

OBJECTIVE 7 **Select from a list recommended techniques for preventing shoplifting.**

____1. Keep display area cluttered so customers cannot shoplift

____2. Hide all expensive items

____3. Look inside large items such as bags, boxes, and purses at checkout

____4. Place expensive items in locked cases

____5. Initiate a warning system among employees

____6. Train employees in handling shoplifters

OBJECTIVE 8 **Discuss guidelines for approaching a suspected shoplifter.**

____

____

____

____

____

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 9 **Analyze case studies to determine correct security practices.** SCORE ________

OBJECTIVE 10 **Complete a crime fact sheet.** SCORE ________

OBJECTIVE 1

1. g
2. e
3. b
4. c
5. a
6. f
7. i

OBJECTIVE 2

Recommended opening procedure

1, 3, 5, 7, 9

Recommended closing procedure

1, 4, 5, 6, 8

OBJECTIVE 3

To prevent burglaries

1, 3, 4, 6, 7, 9

To prevent robberies

2, 4, 5, 7, 8, 10, 12, 13

OBJECTIVE 4

Answer should include any five of the following:

- Keep it short and smooth
- Remain calm
- Listen carefully to orders and carry them out precisely, without hesitation
- Do not argue with the robber
- Tell the robber about any possible surprises
- Do not make any statement to the robber that could be misinterpreted as a threat
- Do not fight the robber
- Do not use weapons

- Drop and lie perfectly still if shooting starts
- Do not chase or follow robbers. A robber may deal with threats violently

OBJECTIVE 5 2, 3, 6, 7, 9

OBJECTIVE 6 1, 3, 5, 7, 8, 9, 10, 11, 12, 13, 15

OBJECTIVE 7 3, 4, 5, 6

OBJECTIVE 8 Discussion should include any six of the following:

- If possible, notify store owner or manager and have him or her stop the suspect
- Another person should always be present when you question someone about suspected shoplifting
- Never touch the suspected person; try to have someone of the same sex as the shoplifter with you as you approach him or her
- Try to keep the encounter inconspicuous. Ask the suspect to step into the office, or a more secluded place
- Try to detain the person while she or he is still in the store. If allowed outside, the suspect may run. If she or he does run, try to get a good description and a car license plate number
- Never mention the word "steal" or "thief" to the suspect, and do not threaten
- Remain calm and polite, even if the person creates a disturbance
- Do not use force to detain any person
- Approach anyone suspected of using drugs very carefully; the suspect could be, or become, violent
- Never try to search a suspect; allow the police to do that. You can ask the suspect for the merchandise, and if she or he gives it willingly, you may ask the suspect to sign a confession

- Never make deals with shoplifters or allow the suspect to pay for the merchandise after she or he has been caught
- Always call the police

OBJECTIVES 9 and 10 Refer to answers to Assignment Sheets 1 and 2.

OBJECTIVE SHEET

DEVELOP GOOD STUDY HABITS

VII

INTRODUCTION

Not enough time to study is a common problem for many students. However, by using proper time management techniques and better study habits, it is possible to get more done more effectively with less time. This unit will show you how to do just that.

UNIT OBJECTIVE

After completing this unit, the student should be able to manage time efficiently and effectively and practice successful studying techniques. The student should also be able to complete a time allocation form, analyze time management skills, use a reading system, and complete a practice test. The student will demonstrate this knowledge by completing assignment sheets and written test with 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with study habits to their correct definitions.
2. List influences on use of time.
3. Identify time wasters.
4. Select from a list ways to manage time efficiently.
5. Select from a list guidelines for making a written time plan.
6. List desirable attitudes about study skills.
7. State techniques for classroom learning.
8. State techniques for taking notes in class.
9. Select from a list successful studying techniques.
10. Arrange in order steps for surveying a textbook.
11. State points to consider when reading a textbook.
12. Arrange in order steps in SQ3R reading method.

13. Describe proper health practices which facilitate successful study habits.

14. Select from a list ways to prepare for tests.

15. State techniques for taking a test.

16. Describe techniques for taking an essay test.

17. Name tips for taking a multiple choice test.

18. Identify personal time wasters. (Assignment Sheet 1)

19. Complete a time-allocation form. (Assignment Sheet 2)

20. Analyze time-management skills. (Assignment Sheet 3)

21. Complete a reading assignment using a reading system. (Assignment Sheet 4)

22. Complete a practice test. (Assignment Sheet 5)

23. Evaluate your techniques for preparing for and taking a test. (Assignment Sheet 6)

PREPARATION

- Order materials to supplement unit.
- Obtain literature or other material such as charts and posters on study habits and the effects of alcohol and drug abuse.
- Transparencies and competency profiles.

  NOTE: Transparencies and competency profiles for this book are available from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
- Make arrangements for guest speakers. Supply speakers with specific objectives and other appropriate sections of unit.
- Prepare classroom.
  - Put up posters, charts, etc. dealing with study habits.
  - Have articles, brochures, and other literature dealing with studying and the importance of good grades.
- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Decide how to administer pretest. (See Evaluation Section on pretest.)
- Introduce unit. Following are suggestions
  - Survey the class to find out their perceptions about good study habits and ask them what type of study habits they have. Ask students if they feel drugs and alcohol are helpful or harmful to successful studying.
  - Invite an outstanding former student who has become a success in his or her field to speak to students. Have speaker mention how good study habits contributed to success in life.
  - Invite a successful businessperson or politician to discuss the importance of good study habits.

DELIVERY

- Discuss unit and specific objectives. Emphasize how the specific objectives will lead to meeting the unit objective, and how reaching the unit objective is vital to mastering good study habits. Relate the objectives to your introduction and to previous class material.

Objective 1

- Discuss terms and definitions. Discuss examples from actual situations which relate to terms.

Objective 2

- Discuss with the class how differences in goals, values, and responsibilities affect our use of time. Use examples from past experiences or from students' responses. Point out the differences in lifestyle and use of time of a student and a person who has a full-time job. Discuss why differences exist.

- Invite a busy person who values time such as a politician, successful businessperson or a student involved in (and successful in) a large amount of activities to discuss use of time with the class.

Objective 3

- Discuss examples of time wasters with the class. Have students discuss why and how these factors often interfere with the wise use of time. Use Transparency Master 1. "The Basics of Managing Your Time (Managing Your Life)."

- Show film, *The Time Trap*. Use Assignment Sheet 1.

Objective 4

- Discuss with students how to set goals and priorities. Then make a time plan based on an example used in class. Ask students how they set priorities and how they reward themselves for achievements.

- Have each student keep a log for one day of how each 20-minute segment of the day is used. Have students evaluate their use of time. Find out how many hours of time could be better managed to progress toward goals.

Objective 5

- After students have evaluated their use of time according to the exercise above, have them do Assignment Sheets 2 and 3.

Objective 6

- Point out to students the importance of knowing one's goals, strengths, and weaknesses when planning time for study. Discuss the importance of a positive attitude. Point out that most people are successful because they have a positive attitude and steadily work toward what they want to achieve, not because they are lucky. Use examples such as Albert Einstein, who was once told by a teacher that he was a poor student.

Objective 7

- Use Handout 1 to have students evaluate their learning skills. Have students do exercise both before and after this unit. Have students discuss their progress.

Objective 8

- Have students share their note-taking tips with each other. Provide students with Handout 2.

Objective 9

Have students discuss what types of techniques they used when they scored well on past classroom tests. Were they the same as those listed in the Information Sheet? Have students discuss what techniques they used when they scored poorly on tests.

Objective 10

- Have students use the steps listed in the Information Sheet, Section 10, to survey their own textbook. Ask them what they learned which will assist them in studying. Have other textbooks on hand and have students survey one or two others. Discuss differences.

Objective 11

- Have students compare different textbooks on the same subject. Ask them for examples of differences between areas of emphasis, author's point of view, way information is presented, etc.

- Provide students with Handout 3, "Problems Associated with Reading."

Objective 12

- Discuss Information Sheet, Objective 12 with students. Then provide all students with the same copy of material from a textbook to use for Assignment Sheet 4. (Be sure the material is suitable for at least one essay question which students will write in Assignment Sheet 5.) This might be a chapter, section, or a few pages. Have topic be something other than what is discussed in this chapter. This might be a good way to cover job safety or first aid. Have students read the material using the SQ3R method and take notes. Have them turn in notes as directed for Assignment Sheet 4.

Objective 13

- Discuss the importance of proper health habits and how they promote successful study habits. Use Transparency Master 2.

- Have magazine articles or newspaper articles on hand which discuss nutrition, exercise, and importance of proper rest. Display charts or posters on the dangers of drug and alcohol abuse.

- Show films, *Chalk Talk* and *Epidemic!*

- Invite a school athlete to speak to the class about importance of proper rest, exercise, nutrition, and avoidance of drugs.

Objective 14

- Emphasize the importance of studying all through the course instead of at the last minute. Provide students with Handout 4.

Objectives 15 and 16

- Review Information Sheet with students. Emphasize the importance of rechecking one's work when taking a test and reading directions carefully.

- Have a variety of topics suitable for essay tests on hand. Have students select a topic and write a practice essay. Critique it and hand back to students before doing practice test (Assignment Sheet 5).

- Make up a practice test over the reading assignment that was given to students in Assignment Sheet 4. Be sure to include at least one essay question and have a variety of test questions. Use Assignment Sheet 5 to give students a practice test.

- After practice test has been graded and returned to students, have them do Assignment Sheet 6. Discuss in class. Provide students with Handout 5.

APPLICATION

Objectives 18 through 23

- Use Assignment Sheets 1 through 6.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test those actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profile.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *The Time Trap*. Color, 16 mm, 28 minutes, American Media, Inc., 1982. This film is based on the bestselling book by the same name, written by Dr. R. Alec Mackenzie. It identifies and provides solutions to the top 15 time wasters and shows 50 proven time management techniques.

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- *Studying: A Way to Learn*. One-half-inch VHS, 14 minutes, Barr Films, 1985. An instructor gives his unprepared and inattentive students a crash course in how to study.

- *Your Study Skills: Taking Tests*. Color, 1/2-inch video, 11 minutes, Coronet Films, 1977. Newspaper columnist Betty Bright answers questions about taking tests. Topics include estimating test time, sticking to the point, following instructions, and dealing with different types of test questions.

- *Study Strategy Series: Tests*. Color, 11 minutes, Coronet Films, 1978. This film covers getting ready for test-taking in a variety of ways—psychologically, emotionally, physically, and mentally.

- *Tests and Stress*. Color, 1/2-inch video, 12 minutes, Agency for Instructional Technology, 1983. This video shows how different people react to stress before a typing test.

- *Chalk Talk*. Color, 45 minutes, 16 mm, Kelley Productions, 1981. Father Martin discusses the effects of alcohol on the body, mind, and behavior patterns.

- *Epidemic!* Color, 16 mm, 27 minutes, MTI Teleprograms, Inc., 1982. This film deals with kids on drugs and alcohol and explains the effects of drugs and alcohol on their minds and bodies.

NOTE: These films are available to Oklahoma teachers on a free-loan basis from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074. Out-of-state teachers should check with their local Media Resource Centers or the producers listed with the film.

UNIT REFERENCES

- *English I*. Developed by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education. Stillwater, Oklahoma: Copyright 1982.

- *A Methodology for Reading Skill Improvement in Vocational Secondary Programs*. Developed by Salem School District and Vocational Technical Education Division, School of Education, Oregon State University in cooperation with Oregon Department of Education. Salem, Oregon: Copyright 1981.

- Posner, Mitchell J. *Executive Essentials: The One Guide To What Every Rising Businessperson Should Know.* New York: Avon Books, copyright 1982.
- *Successful Study Habits.* Developed by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education. Stillwater, Oklahoma: 1988.

PRETEST ANSWERS | DEVELOP GOOD STUDY HABITS VII

OBJECTIVE 1

1. a
2. e
3. h
4. g
5. b
6. f
7. j

OBJECTIVE 2

- Your goals, values, and standards
- Your responsibilities in life

OBJECTIVE 3

1, 2, 4, 6, 7

OBJECTIVE 4

1, 2, 5, 6

OBJECTIVE 5

2, 4, 5

OBJECTIVE 6

- Have a positive attitude
- Know your goals
- Know yourself

OBJECTIVE 7

Answer should include any eight of the following

- Develop a positive attitude
- Attend all classes
- Be on time
- Sit where you can see and hear the instructor
- Read and complete assignments on time

- Preview the day's assignment before class
- Come to class prepared to discuss and ask questions
- Take careful, readable notes
- Give the instructor your full attention
- Ask questions when you don't understand
- Review information as soon as possible after class
- Get to know others in class

OBJECTIVE 8

Answer should include any six of the following

- Be ready with your paper and pen before the class starts
- Use looseleaf paper and write on only one side
- Write down key ideas only
- Listen and watch for behavior that "signals" key ideas
- Pay attention to opening and closing remarks
- Write down any idea that the teacher repeats
- Copy diagrams, charts, etc. that the instructor writes on the board
- Develop a shorthand system that works for you
- Organize your notes in a pattern that makes sense to you

OBJECTIVE 9

Answer should include any five of the following

- Schedule a regular, uninterrupted time for studying
- Work in a quiet, well-lit, well-ventilated area
- Have on hand all the tools you need to work efficiently
- Focus your attention on your work
- Stop studying when you get tired or begin making mistakes
- Study for short periods and take breaks
- Get or make a course outline

OBJECTIVE 10

a. 5

b. 2

c. 4

d. 1

e. 3

f. 6

OBJECTIVE 11

- The information given is one author's point of view
- Consider the main reason you are reading the text
- Read everything, including charts, tables, footnotes, and graphs
- Coordinate what you read with what you learn in the classroom; develop a system of taking lecture notes that can be used with notes taken from texts
- Ask instructor for help if material is difficult for you to read

OBJECTIVE 12

a. 3

b. 1

c. 4

d. 5

e. 2

OBJECTIVE 13

Description should include

- Eat well-balanced meals three times per day
- Exercise regularly
- Get proper amount of sleep each night
- Avoid excessive amounts of sugary foods, caffeine, or alcohol
- Avoid drug use

OBJECTIVE 14

1, 3, 4

OBJECTIVE 15

Answer should include any six of the following

- Arrive early or on time with everything you need
- Listen carefully to all instructions and comments from your instructor
- Scan the entire test
- Schedule your time
- Read all instructions and questions carefully
- Watch for clue words
- Answer easy questions first
- If answer sheets are being used, check carefully to make sure that the number of the question matches the number of the answer
- Mark questions that you don't know, skip them, and come back to them later
- Guess only when there is no penalty for wrong answers
- Review entire test after you have completed it and check your answers
- Use all the time allowed

OBJECTIVE 16

Description should include

- Study to get an overview of the material
- Read directions carefully and underline clue words
- Budget your time
- Outline your answers, including examples, on a separate sheet of paper when possible
- Write a clear opening statement of your main idea
- Support your idea, and connect ideas together with transitional phrases
- Present only one main point in a paragraph

- Use key phrases, words, and statements from your instructor's lectures
- Read over your answer
- Go over the test after it has been graded, to help you prepare for the next test

OBJECTIVE 17

Answers should include any five of the following:

- Study facts, dates, and definitions
- Compare similar important ideas, noting similarities and differences
- Try to figure out the correct answer before reading the choices; eliminate wrong answers
- Watch for clue words and underline them to help in choosing correct answer
- Look for other clues
- When in doubt, trust your first impulse, as it is usually right
- If more than one response seems correct, select the "most correct"

OBJECTIVES 18-23

Refer to answers to Assignment Sheets 1 through 6.

NAME ______________________________ SCORE ________

RE-EVALUATE LEARNING TECHNIQUES

This is to be used to evaluate and assist you in studying more effectively.	Yes	No
1. Is your notebook standard size (8 1/2 x 11) with looseleaf paper?	____	____
2. Do you keep the notes for one course separated from the notes for other courses?	____	____
3. Do you take notes in shorthand or use other abbreviations?	____	____
4. Do you use brief phrases rather than complete sentences for notes?	____	____
5. Do you spend a great deal of time sorting papers before beginning to study?	____	____
6. Do you use notes in studying for an examination	____	____
7. Do you review notes of the previous class before studying the assigned lesson?	____	____
8. Do you recopy notes taken in class so that the notebook will be neat?	____	____
9. Do you usually participate in class discussion?	____	____
10. Do you volunteer to answer questions in class?	____	____
11. Do you ask questions in class if you do not understand a point made in lecture?	____	____
12. Are you frequently late to class?	____	____
13. Do you frequently read your mail during class?	____	____
14. Are you frequently inattentive in class?	____	____
15. Do you sometimes write letters during a lecture hour?	____	____
16. Do you close your notebook, stack books, and get ready to leave before the bell rings for the end of class?	____	____

	Yes	No
17. Do you take all permissible "cuts" from class?	____	____
18. Do you turn in written assignments after the date due?	____	____
19. Do you frequently whisper to your neighbors during class?	____	____
20. If you receive a failing grade on a test, do you discuss it with the teacher?	____	____
21. Do you spend more time on subjects you like than on subjects you dislike?	____	____
22. Do you close the window and door in your room while studying?	____	____
23. Do you study with the radio turned on?	____	____
24. Is there adequate light for study?	____	____
25. Do you make an effort to reduce environmental distractions?	____	____
26. Do you study while reclining on the bed or in an easy chair?	____	____
27. Do you usually enjoy attending classes?	____	____
28. Do you have any articles on your desk that distract you while you are studying?	____	____
29. Can you get more done if you study in the library?	____	____
30. Do you frequently allow personal problems to interfere with your effort to study?	____	____
31. Are you familiar with the *Reader's Guide to Periodical Literature*?	____	____
32. Do you understand the card catalog system used in your library?	____	____
33. Do you resent having your class or clinical or laboratory work criticized?	____	____
34. Do you seek help without being told you need it?	____	____
35. Do you usually go to bed not later than 11 p.m.?	____	____
36. Do you plan time for outdoor exercise every day?	____	____
37. Do you usually get up early enough to allow time for breakfast?	____	____
38. Do you find you daydream when you should be studying?	____	____

	Yes	No
39. Have you ever planned a schedule of activities for a day?	____	____
40. If you plan for study and work, do you follow such a daily plan?	____	____
41. Do you sometimes study early in the morning?	____	____
42. Do you always study at night?	____	____
43. Do you sometimes study in a free hour between classes?	____	____
44. Are you able to recognize the important points in an assigned lesson?	____	____
45. Do you study charts, diagrams, and other illustrations in the lesson?	____	____
46. Do you use the numbered subpoints, topic headings, or other chapter breakdowns as guides to learning?	____	____
47. Do you try to include in your notes the statements stressed in lecture?	____	____
48. Do you often argue with a teacher about examination questions marked wrong?	____	____
49. Do you feel that your teacher grades unfairly?	____	____
50. Do you often feel you know the lesson, then fail a quiz given in class?	____	____
51. Do you usually read the lesson hurriedly, then repeat for detail?	____	____
52. Do you read the listing of topical outlines before reading the chapter?	____	____
53. Do you turn topical headings into questions for study?	____	____
54. Do you underline as a means of studying a lesson?	____	____
55. Do you take brief, meaningful notes while studying?	____	____
56. Do you study with intent to remember material studied?	____	____
57. Is your handwriting illegible so that notes are hard to read?	____	____
58. Do you review the previous lesson before studying the assigned one?	____	____
59. Is more emphasis placed on passing the test than on learning the subject material?	____	____

THREE COLUMN METHOD OF NOTE TAKING

LEFT MARGIN	Draw a vertical line one inch in width on the left of the paper. Use this column for topics of keywords to point out major concepts in the notes.	Notes can be added after the lecture while the important parts are still in mind.
MIDDLE COLUMN	Area from the left margin to within one inch of the right margin. Reserved for taking notes in any manner the student desired (prose, diagram, etc.). Students may take as few notes or as many as fits the material.	Too many notes may distract the student from the material presented.
RIGHT MARGIN	Draw a vertical line one inch from the right hand side. Place comments to self about material. Place vocabulary words, etc. needing clarified or explained.	Excellent reminder about questions which cannot be asked during notetaking.

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PROBLEMS ASSOCIATED WITH READING

Rapid reading involves unlearning inadequate techniques as much as it does learning useful new ones. Here are some of the problems that may be slowing you down, and what can be done about them.

BACK-SKIPPING OR REGRESSION—Going back over words and phrases. This is unnecessary and useless. It is primarily the result of apprehension and in no way aids comprehension. The experts try to cut this out completely.

SLOW FIXATION—Your eyes stay with a word grouping longer than they should. This problem is tackled by training you to increase your speed, spending about one quarter-second on each fixation, and also learning to take in more words per fixation.

VISUAL WANDERING—Eyes wander off during reading. This is eliminated by vastly increasing speed, much in the way that a trainer builds intensity and concentration in athletes by moving them through a workout at a faster pace. It's also like watching a comedian: If he tells his jokes fast enough, he can keep your interest even if only half his jokes are good, because if you hate one, there's usually a good one not far behind. We tend to wander off our reading when we hit slow or boring spots, but if we're moving fast enough, we tend to wander off course less. There is almost always better material not far ahead.

CONSCIOUS REGRESSION—Reading something over again on purpose, because you didn't think you got it the first time. Once you learn to read properly, your comprehension will improve and you won't be doing this. But you might occasionally pause at some point to think about an unusually difficult concept. Reading something over doesn't provide anything new.

ALTERED BREATHING AND SUBVOCALIZING—While reading, many of us breathe as if we are speaking out what we read; or we may actually vocalize the words as they are read, usually (but not always) at an inaudible level. If you move your lips when you read, or feel activity in your larynx, you've got one of these problems. Your reading speed then tends to be limited by how fast you can speak.

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HANDOUT 4

DEVELOP GOOD STUDY HABITS

NAME ______________________ SCORE ________

Preparing for the test. (Check list)

Write an "X" in the blank that best describes how you prepare for a test.

DURING THE COURSE	Yes	No
I find out exactly what material will be covered on the test.	____	____
I find out what type of questions will be asked (true-false, matching, essay, etc.).	____	____
I take notes on my reading and on classroom lectures.	____	____
I have a study schedule.	____	____
I stick to my schedule.	____	____
I keep my old tests and study them.	____	____
BEFORE A TEST		
I avoid cramming.	____	____
I study for several days.	____	____
I go to bed early and get a good night's sleep.	____	____
I exercise to get blood to my brain.	____	____
I get my body ready with the proper food.	____	____
I scan my notes lightly.	____	____
I have special activities or "tricks" to help me succeed.	____	____
I stay away from drugs such as alcohol, speed, marijuana, a lot of caffeine, and sugar.	____	____

DURING THE TEST	Yes	No
I arrive on time with everything I need.	_____	_____
I listen carefully to instructions and comments from the instructor.	_____	_____
I scan the entire test.	_____	_____
I schedule my time.	_____	_____
I read all instructions and questions several times.	_____	_____
I answer the easy questions first.	_____	_____
I mark questions I don't know, I skip them, and come back to them later.	_____	_____
I guess when there is not a penalty for guessing.	_____	_____
I review the entire test and check my answers.	_____	_____
I use all the time allowed.	_____	_____
Totals	Yes	No
	_____	_____

NAME ______________________________ SCORE _______

EVALUATE YOUR TEST-TAKING TRACK RECORD

Get out of your rut! Complete this chart for the next 6 tests, and watch how you improve your ability to take tests and improve your grades. Be honest with yourself so you can get a true picture of your progress.

PART I TEST 1

A. Course_______________________ Date of test__________

B. Material covered____________________________________

C. Scores for types of questions:

True-False_______ Matching________ Short answer______

Multiple choice___________ Fill-in or completion_______ Essay___________

D. Circle "Yes" or "No" to show whether you used the techniques below.

Knew material to be covered.	Yes	No
Knew types of questions	Yes	No
Took notes on reading and lectures	Yes	No
Got clues from instructor	Yes	No
Set up a study schedule	Yes	No
Used my schedule	Yes	No
Increased study time in 3-hour blocks	Yes	No
Did not cram	Yes	No
Reviewed and pre-tested myself with notes	Yes	No
Got a good night's sleep	Yes	No

Exercised on the day of the test	Yes	No
Ate the proper food on the day of the test	Yes	No
Scanned my notes lightly before the test	Yes	No
Prepared myself to succeed	Yes	No
Stayed off of drugs	Yes	No
Arrived on time with everything I needed	Yes	No
Listened to all instructions	Yes	No
Scanned the entire test	Yes	No
Scheduled my time	Yes	No
Read everything on test several times	Yes	No
Watched for clue words	Yes	No
Answered easy questions first	Yes	No
Marked questions I didn't know, skipped them and came back to them	Yes	No
Guessed when there was no penalty	Yes	No
Reviewed the entire test and checked my answers	Yes	No
Used all the time allowed	Yes	No
Total	______Yes	_____No

E. Number of days you started studying before the test.

1	2	3	4	5	6	over 6

F. Number of hours you scheduled for studying for the test.

0-3	3-6	6-9	9-12	over 12

G. Number of hours you actually studied.

0-3	3-6	6-9	9-12	over 12

H. Grade you received______________

Grade you expected______________

I. How satisfied are you with your performance on this test?

Very satisfied

Satisfied

Somewhat disappointed

Very disappointed

J. What strategies will you use for Test 2?

____

____

____

____

PRETEST

DEVELOP GOOD STUDY HABITS VII

NAME ______________________________ SCORE ________

Read the following questions. Choose the item that best answers each question.

NOTE: This pretest contains one or more questions for each objective. If you answer all the questions for an objective correctly, study may not be required for that objective.

OBJECTIVE 1

Match terms associated with study habits to their correct definitions. Write the correct letters in the blanks.

____ 1. Planning use of time in a way that will bring the greatest satisfaction and personal rewards

____ 2. Gaining knowledge, understanding, or skill by study, instruction, or experience

____ 3. To examine in a general way; to get an overview

____ 4. Act of putting off doing something until a future time

____ 5. Something that encourages or motivates one to take action or to work harder

____ 6. Task or activity considered worthy of receiving attention before another

____ 7. Studying hastily for an exam, often at the last minute

a. Time management

b. Incentive

c. Practice

d. Perpetuate

e. Learning

f. Priority

g. Procrastination

h. Survey

i. Recite

j. Cramming

OBJECTIVE 2

List influences on use of time.

____

____

____

____

OBJECTIVE 3

Identify time wasters. Write an "X" in the blank before each correct answer.

____1. Procrastination

____2. Lack of planning

____3. Time schedule

____4. Overcommitment

____5. Daily "To do" list

____6. Crisis situations

____7. Lack of priorities

OBJECTIVE 4

Select from a list ways to manage time efficiently. Write an "X" in the blank before each correct answer.

____1. Offer yourself an incentive

____2. Make a realistic time plan

____3. Do hardest tasks last

____4. Establish a "wish list"

____5. Evaluate regularly your use of time

____6. Set priorities

OBJECTIVE 5

Select from a list guidelines for making a written time plan. Write an "X" in the blank before each correct answer.

____1. Include all details you can think of in time plan, so you will have all needed information

____2. Keep plan simple

____3. Never change time plan after it has been set up

____4. Make plans workable

____5. Keep plans flexible

OBJECTIVE 6 **List desirable attitudes about study skills.**

OBJECTIVE 7 **State eight techniques for classroom learning.**

OBJECTIVE 8 State six techniques for taking notes in class.

OBJECTIVE 9 State five successful studying techniques.

OBJECTIVE 10

Arrange in order steps for surveying a textbook. Write a "1" before the first step, a "2" before the second step, and so on.

___ a. Note use of boldface type, outlines, and chapter divisions

___ b. Read preface to see what the author wanted to accomplish with the book

___ c. Look at the illustrations

___ d. Look through book from front to back

___ e. Look through the table of contents

___ f. Look through one chapter to see how the author organized the material

OBJECTIVE 11

State points to consider when reading a textbook.

____

____

____

____

____

OBJECTIVE 12

Arrange in order steps in the SQ3R reading method. Write a "1" before the first step, a "2" before the second step, and so on.

___ a. Read and reflect

___ b. Survey

___ c. Recite

___ d. Review

___ e. Question

OBJECTIVE 13

Describe proper health practices which facilitate successful study habits.

____

____

____

____

____

OBJECTIVE 14

Select from the following list ways to prepare for tests. Write an "X" in the blank before each correct answer.

____1. Review and pretest yourself with your notes.

____2. Cram two days before the exam, so you will remember better

____3. Relax and tell yourself you can do it

____4. Avoid cramming

____5. Stay up late reading the night before the test, and do not eat before the test so the mind will work better

OBJECTIVE 15

State six techniques for taking a test.

____

____

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OBJECTIVE 16 Describe techniques for taking an essay test.

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____

OBJECTIVE 17 Name five tips for taking a multiple choice test.

____

____

____

____

____

NOTICE In addition to the Pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 18 Identify personal time wasters. SCORE ______

OBJECTIVE 19 Complete a time-allocation form. SCORE ______

OBJECTIVE 20 Analyze time-management skills. SCORE ______

OBJECTIVE 21 Complete a reading assignment using a reading system. SCORE ______

OBJECTIVE 22 Complete a practice test. SCORE ______

OBJECTIVE 23 Evaluate your techniques for preparing for and taking a test. SCORE ______

INFORMATION SHEET

DEVELOP GOOD STUDY HABITS VII

OBJECTIVE 1

Match terms associated with study habits to their correct definitions.

- **Cramming**—Studying hastily for an exam, often at the last minute
- **Incentive**—Something that encourages or motivates one to take action or to work harder
- **Learning**—Gaining knowledge, understanding, or skill by study, instruction, or experience
- **Priority**—Task or activity considered worthy of receiving attention before another
- **Procrastination**—Act of putting off doing something until a future time
- **Survey**—To examine in a general way; to get an overview
- **Time management**—Planning use of time in a way that will bring the greatest satisfaction and personal rewards

OBJECTIVE 2

List influences on use of time.

- Your goals, values, and standards

  EXAMPLES: Have a state-of-the-art stereo system; drive a nicer car; make the cheerleading squad; prepare for professional or technical career

- Your responsibilities in life

  EXAMPLES: Care for younger children or grandparent; prepare evening meal; hold part-time job to pay education expenses

OBJECTIVE 3

Identify time wasters.

- Procrastination
- Lack of planning
- Lack of goals or objectives

- Lack of priorities
- Overcommitment
- Crisis situations

  NOTE: Be sure that a situation is REALLY a crisis before dealing with it as such. People often do not think their best in times of crisis and become overly stressed.

- Haste

  NOTE: In a work or study situation, it is better to do something right the first time. Remember the saying, "There is never enough time to do something right, but there is always time to do it over." Haste often results in unnecessary mistakes.

- Indecision

  NOTE: Any decision, even a wrong one, is usually better than no decision. Simply making a decision makes one feel more confident and in control. If a decision proves to be wrong, at least some action was taken which can be evaluated and modified.

- Distractions

  EXAMPLES: Telephone calls or friends dropping by when you are trying to study; excessive background noise; television

OBJECTIVE 4 **Select from a list ways to manage time efficiently.**

- Establish goals

  NOTE: Setting goals helps to prevent wasting time on activities that are not important to you.

- Set priorities

  NOTE: Determine which activities are most important or must be done first in order for you to reach your goal.

- Make a realistic time plan

  NOTE: Make a daily "To do" list based on priorities and set realistic deadlines. Establish interim deadlines if they will help you meet main deadlines. Distribute study and recreational activities throughout week.

- Be decisive
- Offer yourself an incentive.

  EXAMPLE: If you get all your homework done by Saturday afternoon, you can go out with friends Saturday night.

- Do hardest tasks at the times you work best.

  EXAMPLE: If you are a "morning person" who thinks best early in the day, plan to do difficult homework assignments early Saturday or Sunday and save easier assignments to complete in the evening.

- Evaluate regularly your use of time.

OBJECTIVE 5 **Select from a list guidelines for making a written time plan.**

- Keep plan simple

  NOTE: Avoid listing lots of details so that you spend all your time planning.

- Make your list complete

  NOTE: If you leave out important items, they will affect your time plan later.

- Keep plans flexible

  NOTE: Expect the unexpected.

- Make plan workable

OBJECTIVE 6 **List desirable attitudes about study skills.**

- Have a positive attitude

  NOTE: Think of school as "your job" while a student. In order to prepare for future employment and career opportunities, it is important to do well in your present job. One way to accomplish this is through good study habits.

- Know your goals
- Know yourself

NOTE: Be aware of your strengths and weaknesses; know your likes and dislikes.

OBJECTIVE 7

State techniques for classroom learning.

- Develop a positive attitude

  NOTE: Studying can be interesting and challenging if you approach it with enthusiasm.

- Attend all classes
- Be on time

  NOTE: It is helpful to arrive early and stay late to preview, ask questions, talk with other students, and listen to others' questions and discussions with the teacher.

- Sit where you can see and hear the instructor
- Read and complete assignments on time

  NOTE: It is much easier and effective to study as you go through the course than to make up for lost time right before a test.

- Preview the day's assignment before class

  NOTE: Be realistic about what you expect of yourself and what you are capable of doing within a period of time.

- Come to class prepared to discuss and ask questions

  NOTE: Sit where the instructor can easily see and hear you.

- Take careful, readable notes
- Give the instructor your full attention
- Ask questions when you don't understand

  NOTE: The only stupid question is the one never asked. Don't be afraid to ask! Your success depends on your learning. If you do not want to ask a question in front of the class, speak to the instructor after class.

- Review information as soon as possible after class
- Get to know others in class

NOTE: It is a good idea to exchange telephone numbers with at least one other person (a serious student) in each of your classes.

OBJECTIVE 8

State techniques for taking notes in class.

- Be ready with your paper and pen before the class starts
- Use looseleaf paper and write on only one side

NOTE: This may seem wasteful, but it will allow you to arrange your notes in an order that makes more sense to you later. You may want to write in a column half the width of the paper so you can add notes and comments.

- Write down key ideas only

NOTE: Be sure you will be able to understand your notes later.

- Listen and watch for behavior that "signals" key ideas

EXAMPLES: 1) Body language such as moving forward, leaning forward, or standing up straighter, gestures, etc. 2) Words that come before important information such as "make a note of this," "the reason it works this way is," "the main point is," etc.

- Pay attention to opening and closing remarks

EXAMPLES: "Today we will discuss," "To summarize," "To review," etc.

- Write down any idea that the teacher repeats
- Copy diagrams, charts, etc. that the instructor writes on the board
- Develop a shorthand system that works for you

NOTE: Restate the idea in your own words when possible.

- Organize your notes in a pattern that makes sense to you

OBJECTIVE 9

Select from a list successful studying techniques.

- Schedule a regular, uninterrupted time for studying
- Work in a quiet, well-lit, well-ventilated area

- Have on hand all the tools you need to work efficiently

  EXAMPLES: Paper, pencils, rulers, dictionary, calculator

- Focus your attention on your work

  NOTE: Train yourself to forget about personal problems during this time and tune out outside noises and distractions.

- Stop studying when you get tired or begin making mistakes

- Study for short periods and take breaks

  NOTE: You will learn more in four one-hour sessions spread over four days than in a single four-hour session. Fifty minutes is the most time that an average person can study effectively.

- Get or make a course outline

  NOTE: You will know where you are, where you are going, and what's expected of you. This will make your work much easier.

OBJECTIVE 10 **Arrange in order steps for surveying a textbook.**

1. Look through book from front to back
2. Read preface to see what the author wanted to accomplish with the book
3. Look through the table of contents
4. Look at the illustrations
5. Note use of boldface type, outlines, and chapter divisions
6. Look through one chapter to see how the author organized the material

OBJECTIVE 11 **State points to consider when reading a textbook.**

NOTE: Do not underline when skimming over the unit, but when you are looking for main ideas. Underline after you read several paragraphs under one heading so that you will know you have the most important information.

- The information given is one author's point of view

NOTE: It is often a good idea to look at other texts written on the subject. Consider the date the text was written. Have prevailing views changed?

- Consider the main reason you are reading the text

  NOTE: Are you reading for a basic overview, for facts to write a required report, or for information on how to do something?

- Read everything, including charts, tables, footnotes, and graphs
- Coordinate what you read with what you learn in the classroom; develop a system of taking lecture notes that can be used with notes taken from texts
- Ask instructor for help if material is difficult for you to read

OBJECTIVE 12

Arrange in order steps in SQ3R reading method.

1. Survey

   NOTE: Look at complete selection before reading.

2. Question

   NOTE: As you look through the material, ask yourself questions about headings, topic sentences, tables, and illustrations. Look at study questions or chapter summaries to see if all your questions about the chapter are answered.

3. Read and reflect

   NOTE: Do not sit down and quickly read the whole chapter. Go over each topic or important paragraph and *think* about what you have read. Try to pick out the most important details, and underline or highlight if permitted. Otherwise, write down details.

4. Recite

   NOTE: After reading a paragraph, recite either aloud or to yourself what you have read, putting it in your own words. Does it make sense? If not, read again.

5. Review

NOTE: It is important to review material several times at different stages in your studying. After you read the chapter for the first time, review material to see if you understand what the author is saying. If you need more information, ask your instructor for reference material.

OBJECTIVE 13

Describe proper health practices which facilitate successful study habits.

NOTE: The human brain does not function well when it is not well taken care of. It is hard to concentrate, understand, or remember if your brain says you are sleepy, hungry, or in poor health. To acquire good study skills, observe the following health practices.

- Eat well balanced meals three times per day

  NOTE: Some experts say that small meals eaten five times a day are better for you and provide more energy, if properly balanced. Use the routine that works best for you. Remember that breakfast is the most important meal of the day.

- Exercise regularly

  NOTE: Aerobic exercise, done 15-20 minutes per day, three or more times per week, is sufficient. Exercise reduces stress and helps you think more clearly.

- Get proper amount of sleep each night

  NOTE: This amount will vary with each individual. Some people can get by on four to five hours each night and some people need eight or 10 hours of sleep nightly.

- Avoid excessive amounts of sugary foods, caffeine, or alcohol

- Avoid drug use

  NOTE: Drugs may give you the feeling that you are doing well in certain activities or have more energy, when in reality, the opposite is true.

OBJECTIVE 14

Select from a list ways to prepare for tests.

- Avoid cramming

  NOTE: Cramming does not benefit your health and usually does not improve your grades. You will be tired, nervous, and probably will not remember all of the material. You may be more apt to make mistakes.

- Review and pre-test yourself with your notes

  NOTE: Review your notes and scan the book (do not try to reread it). Organize the information in a way that makes sense to you. Choose items you think will be on the test and quiz yourself over them. Take a few minutes to review areas you have difficulty with. This will give you confidence when you take the actual test.

- Relax and tell yourself you can do it

- Get proper rest, exercise, and nutrition before the test

OBJECTIVE 15

State techniques for taking a test.

- Arrive early or on time with everything you need

  EXAMPLES: Pens or pencils (sharpened), erasers, extra notebook paper, calculator

- Listen carefully to all instructions and comments from your instructor

  NOTE: If you have a question during the test, go to the instructor rather than asking another student.

- Scan the entire test

  NOTE: Read the instructions to find out what you are required to do. Make quick estimate of the amount of time you will need for each section of the test.

- Schedule your time

  NOTE: Allow more time for those questions which will take more time for you to answer. Look at the value of the questions when planning your time. Be sure to leave time to check your work before turning in the test.

- Read all instructions and questions carefully

NOTE: It is a good idea to read instructions and questions more than once to be sure you have not misunderstood anything.

- Watch for clue words

EXAMPLES: Mark the answer which is *not* true, list *all* the causes of World War II

- Answer easy questions first
- If answer sheets are being used, check carefully to make sure that the number of the question matches the number of the answer
- Mark questions that you don't know, skip them, and come back to them later
- Guess only when there is no penalty for wrong answers
- Review entire test after you have completed it and check your answers

NOTE: If in doubt, do not change an answer. Often your first impulse is correct.

- Use all the time allowed

NOTE: Even if you finish very early, take some extra time to review your test again. People who turn in their papers early usually do very well or very badly.

OBJECTIVE 16 **Describe techniques for taking an essay test.**

NOTE: Essay questions require you to organize the information you have learned and often, to present your own ideas about the subject as well. Support your position with facts and examples. Often, your instructor will have pet theories and opinions which you may want to include in your essay.

- Study to get an overview of the material
- Read directions carefully and underline clue words

EXAMPLES: 1. *Compare* the American Revolution to the Russian Revolution. (Discuss the similarities and differences.)

2. *Contrast* the capitalist economy and the socialist economy. (Discuss differences between the two.)

3. *Discuss* the reasons for the fitness craze. (Support your own point of view, present main ideas, support them with facts and your opinions, and use examples.)

- Budget your time
- Outline your answers, including examples, on a separate sheet of paper when possible
- Write a clear opening statement of your main idea
- Support your idea, and connect ideas together with transitional phrases

  EXAMPLES: In contrast, similarly, as a result, etc.
- Present only one main point in a paragraph
- Use key phrases, words, and statements from your instructor's lectures
- Read over your answer

  NOTE: Check spelling, punctuation, and grammar. Try to write as neatly and legibly as possible.

OBJECTIVE 17

Name tips for taking a multiple choice test.

- Study facts, dates, and definitions
- Compare similar important ideas, noting similarities and differences
- Try to figure out the correct answer before reading the choices; eliminate wrong answers
- Watch for clue words and underline them to help in choosing correct answer

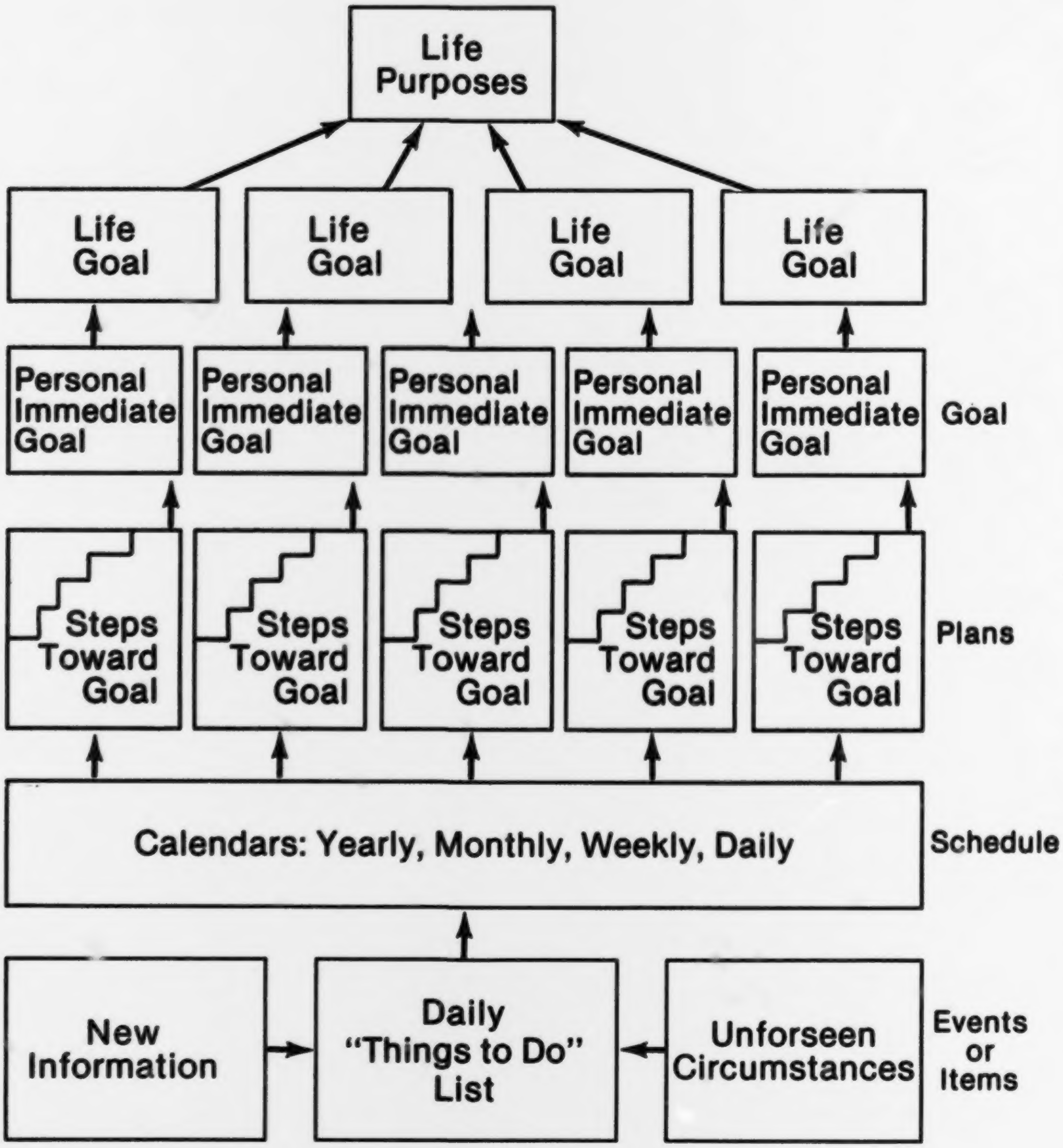
  EXAMPLES: Best, most, least, correct, incorrect
- Look for other clues

EXAMPLES: 1) All responses except right answer are grammatically incorrect as a response to question, 2) Responses which are obviously wrong or not plausible

- When in doubt, trust your first impulse, as it is usually right
- If more than one response seems correct, select the "most correct"

TM 1

The Basics of Managing Your Time (Managing Your Life)



Life Purposes

Life Goal

Life Goal

Life Goal

Life Goal

Personal Immediate Goal

Personal Immediate Goal

Personal Immediate Goal

Personal Immediate Goal

Personal Immediate Goal

Goal

Steps Toward Goal

Steps Toward Goal

Steps Toward Goal

Steps Toward Goal

Steps Toward Goal

Plans

Calendars: Yearly, Monthly, Weekly, Daily

Schedule

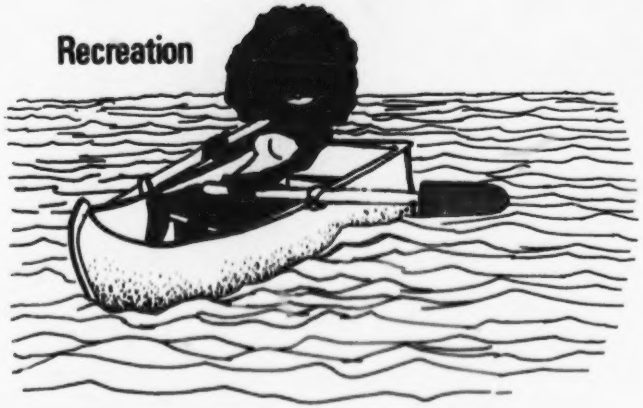
New Information

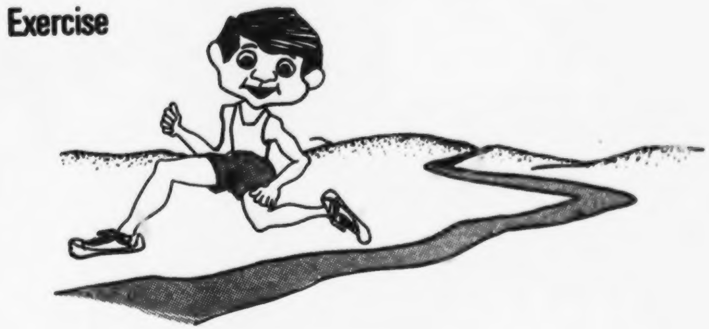
Daily "Things to Do" List

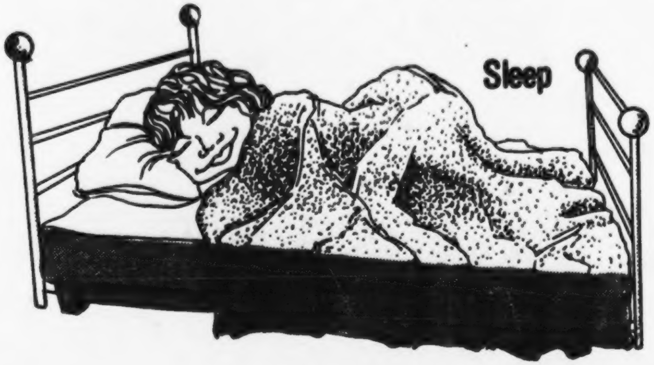
Unforseen Circumstances

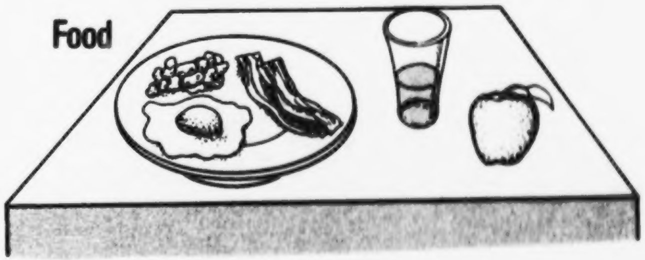
Events or Items

Health Essentials


Recreation







ASSIGNMENT SHEET 1

DEVELOP GOOD STUDY HABITS

VII

NAME ________________________ SCORE ______

OBJECTIVE 18

Identify personal time wasters.

Time is something that is often gone quickly before we accomplish all that we intend to. In business, time is money. Use this assignment sheet to discover ways you can better manage your time.

In the space below, identify ways you have wasted time in the past couple of weeks and list ways it could have been prevented.

WAYS TIME WAS WASTED	HOW TO PREVENT
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

NAME ______________________________ SCORE ________

OBJECTIVE 19 **Complete a time-allocation form.**

Think of a time allocation form as a "To do" list. By writing down items to be done and scheduled times, it is possible to get more done during each day and to take steps toward accomplishing your goals. Use the forms on the following pages to plan your time. Think about your priorities before you begin writing.

Part I—Develop a daily time plan by listing the activities for each hour of the following three days. An example is provided below.

Example:

TIME	ACTIVITIES
6:30—7:30 a.m.	Get up; get ready for school; make bed
7:30—8:30 a.m.	Eat breakfast; ride bus to school
8:30—8:50 a.m.	Finish homework; visit with friends
8:50—9:50 a.m.	English ICE
9:50—10:50 a.m.	American History
10:50—11:50 a.m.	English Literature
11:50 a.m.-12:30 p.m.	Lunch
12:30—1:30 p.m.	Chemistry
1:30—2:30 p.m.	Accounting
2:30—5:00 p.m.	Work
5:00—6:00 p.m.	Basketball
6:00—7:30 p.m.	Eat dinner and visit with family; watch TV
7:30—9:00 p.m.	Do homework
9:00—10:00 p.m.	Clean bedroom; get ready for bed

TIME	ACTIVITIES

TIME	ACTIVITIES

TIME	ACTIVITIES

Part II—Develop a monthly time plan by listing activities that you plan to do each day. List only major events. An example is provided below.

	1 VICA Meeting	2	3	4 Baby-sit for YHO meeting	5 Football game	6 Church party
7 Church	8 District VICA meeting	9	10 ICE Club meeting	11	12 Football game	13
14 Church	15	16	17 VICA meeting	18	19 Football game	20
21 Church	22	23	24	25 Homecoming bonfire	26 Football game	27 Halloween party
28 Church	29	30	31 Halloween carnival			

ASSIGNMENT SHEET 2 - ICE
VII - 67

______________________ MONTHLY PLAN

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.

ASSIGNMENT SHEET 3

DEVELOP GOOD STUDY HABITS

VII

NAME ______________________________ SCORE ______

OBJECTIVE 20

Analyze time-management skills.

People often plan for major goals they wish to achieve, such as becoming a doctor or getting married, or buying a house. Fewer people take time to plan the use of their time each day. By using your day-to-day time more wisely and effectively, you will be that much closer to reaching your own personal and professional goals.

Read the following case studies and then answer the questions following each about the use of time.

A. Gloria's Good Intentions

Gloria is seventeen and vice president of the Oakville Honor Society. Her best friend, Marsha, is president. Since Marsha is also active in several other clubs and editor-in-chief of the Oakville school yearbook, she has asked Gloria to take over arrangements for the annual honor society banquet. Gloria and another friend, Troy, have agreed to make the arrangements.

(Marsha and Gloria are at home talking on the phone.)

MARSHA: Gloria, you'll never guess who just called me! Eric Marshall! Can you believe it! He wants me to go to the baseball game with him and then out for a pizza Thursday night!! What am I going to wear?

GLORIA: Eric Marshall! Wow. You have all the luck. Hey, don't you have a yearbook staff meeting Thursday night?

MARSHA: Yes, but all the editors know about the deadline for the last section. They all keep saying they are doing fine. All we really aren't sure of are the photo arrangements for the Spring Olympics. Since Scott has wanted to run our meetings the entire year, I guess I'll let him do this one.

GLORIA: Are you sure that's smart? Isn't he the editor you've had all those problems with?

MARSHA: Well, yeah. But he knows how to handle the arrangements and everyone else ought to be working on their deadlines. They've sure had enough time. Anyway, what am I going to wear Thursday night? I haven't got a thing!

GLORIA: Well, why don't you wear your pink T-shirt dress and your pink sneakers?

MARSHA: Well, I guess I could. Even though everyone has already seen it. Hey, how are you coming with the banquet arrangements?

GLORIA: (Hesitating) Well, I really didn't know this term paper for world history class would take so long to write. I've hardly started, and it's due on Monday. I'll ask Troy if he's double-checked on everything tomorrow in math class.

MARSHA: Okay! Gosh, I wonder if I should roll my hair or wear a ponytail with a pink bow? I think I'll stay home from Drama Club meeting and style my hair.

(The next day)

GLORIA: Hi Troy! Did you get those problems done for today? I didn't get finished since I was on the phone all night. What did you get for number twenty-five? Oh, by the way, can you go ahead and finish up the arrangements for the Honor Society banquet next week? I haven't even started on my term paper.

TROY: Oh, sure. As long as I get a free pizza out of the deal. Don't worry. Leave everything to me. We'll have a banquet no one will forget!

(The night of the Honor Society banquet. Marsha, Gloria, and Troy have agreed to meet at the hotel 30 minutes early. As Marsha arrives at the Holiday House Hotel, she sees Gloria standing at one end of the lobby looking upset. As she walks up to Gloria, she notices Troy standing at the other end of the lobby, looking disgusted.)

MARSHA: Hi guys! You know Gloria, I really appreciate you finishing the arrangements for this. Well, let's go on in the banquet room and go over our announcements. Come on, Troy.

GLORIA AND TROY: We don't have a banquet room. It's a good thing no one else has gotten here yet.

MARSHA: What do you mean, we don't have a banquet room? You both said you would arrange everything!

GLORIA: Well, I had to finish that term paper, and Troy . . .

TROY: Well, I forgot to check on the room till an hour ago, and the desk clerk or someone forgot we had reserved the room. They gave it to another club. They're in it now.

MARSHA: Oh, how could this happen? What will I tell Mr. Hatfield? (The chapter advisor) I told him I would take care of all the room arrangements. And what will we tell everyone else when they get here? Thanks a lot, Gloria!

1. How do you think the situation ended? Who is at fault? How would you feel if you were Marsha? If you were Gloria?

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2. Was it entirely Gloria and Troy's fault that the mixup occurred? What might Marsha have done to help the situation?

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3. What are some suggestions for Marsha and Gloria to improve their study habits?

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4. How might the yearbook deadline situation have ended, and why?

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B. You are quite well-known as being one of the best basketball players the high school has had in the last twenty years. Everyone thinks you will be offered a college scholarship at the big playoff game next Saturday. You have spent years practicing to become the player you are now, and the playoff game is very important to you. A few days before the game, you discover that the ACT college entrance exam is scheduled the same time as the playoff game. There is a good chance the team will lose the game if you decide not to play. You might also be offered a scholarship if you score well enough on the exam. Due to the time schedule, you must choose between the two.

1. Which activity would you choose to attend, and why?

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2. How will your decision help in reaching your goal?

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DEVELOP GOOD STUDY HABITS

NAME ______________________________ SCORE _______

OBJECTIVE 21

Complete a reading assignment using a reading system.

Reading with a system can help you learn more in less time. Taking good notes from your reading will prevent you from having to reread it. It will help you when reviewing for the test so that you will learn what you have read.

Your instructor will give you a reading assignment that is related to the course. Follow the SQ3R reading method when doing your assignment. Take notes and hand in a copy of them to your instructor. (Be sure and keep a copy for yourself.) In Assignment Sheet 5, you will take a practice test over your reading assignment. Pay particular attention to the Information Sheet, Objective 16, concerning essay tests. You may want to include some notes related to what might be on an essay test. Your instructor will have at least one essay question in the practice test for Assignment Sheet 5.

ASSIGNMENT SHEET 5

DEVELOP GOOD STUDY HABITS

NAME ______________________________ SCORE ______

OBJECTIVE 22

Complete a practice test.

Taking a practice test will give you the opportunity to practice good study habits and then see an improvement when you take a test. Everyone can improve their test-taking skills with practice. This will give more confidence when you take an actual exam.

Your instructor will give you a practice test over the reading assignment you had in Assignment Sheet 4. You may want to refer to the Information Sheet, Objectives 15 and 16. Use the notes you took on the reading assignment and pay special attention to essay questions. Remember to recheck your work before you hand in the practice test.

DEVELOP GOOD STUDY HABITS

NAME ______________________________ SCORE _______

OBJECTIVE 23

Evaluate your techniques for preparing for and taking a test.

Part I

Answer the following questions about the practice test you studied for.

1. What was your grade on the test? ____________________
2. How many days before the test did you begin studying? ____
3. How many hours a day did you study? ____________________
4. How many total hours did you study? ____________________
5. What is the hardest part of taking a test for you? __________

   ____

6. Describe your usual study procedure. How did you study for the test? From notes, or the book? Did you write, speak, tape record material and play it back? How many times did you review the same material? Did you use proper health practices before you took the test (enough sleep, proper nutrition, etc.).

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Part II

1. List ways you can improve your study habits or use of time to do better on the next test.

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2. Are there particular areas of the test you had more difficulty with? List ways to improve your next test of this type. Answers could include grammar or spelling review, improving note-taking, etc.

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ASSIGNMENT ANSWERS — DEVELOP GOOD STUDY HABITS — VII

ASSIGNMENT SHEET 1

The following are suggested criteria for evaluation:

Student should list various ways time was wasted and list ways to manage time better such as

- Quit procrastinating
- Make a realistic daily time plan or "To do" list
- Plan better
- Keep goals and objectives in mind and plan time each day to work toward these goals
- Set priorities
- Avoid overcommitment
- Deal with crisis situations calmly and think carefully about what action to take
- Eliminate or tune out distractions
- Be decisive
- Offer yourself an incentive
- Do hardest tasks at times you work best
- Evaluate regularly your use of time

ASSIGNMENT SHEET 2

The following are suggested criteria for evaluation

Part I—Daily time schedule allows for adequate time for

- Rest
- Chores or other responsibilities
- Classroom and study time
- Relaxation
- meals

Time schedule does not include too many details and is flexible enough for change if needed.

Part II—Monthly time plan includes major events (not too much detail) so that daily time schedules may be planned around these events, daily activities allow for same criteria listed in Part I (as much as can be included in monthly time plan).

ASSIGNMENT SHEET 3

A. 1. Either another banquet room or other facility was obtained at the same hotel and the banquet was held, or Marsha and the others had to explain the situation to Mr. Hatfield. All of the students are at fault (and probably Mr. Hatfield for not double-checking to see how things were going, unless he was told all was okay). Marsha is probably embarrassed and surprised that Gloria and Troy let her down, but probably is also feeling a little guilty and wanting to place blame. Gloria probably feels the same way about Troy, and they both know they could have managed their time more efficiently.

2. No. Since Marsha was the president, she should have made sure the arrangements were made. She should have planned her time so that she could help Marsha and Troy and know exactly how things were progressing. Marsha (and Mr. Hatfield) were ultimately responsible.

3. They need to stick to priorities and not be distracted by other activities such as dates, going out with friends, telephone calls, etc. They could set aside time each day for study, for club activities, and for get-togethers with friends.

4. The yearbook deadline situation probably ended much the same way as the banquet (nothing was done, or was done improperly). Since Marsha is the editor-in-chief, she is the one responsible for seeing that work gets done and deadlines are met. She should schedule her time for this as listed in answer 3.

B. (Suggested answers for numbers 1 and 2)

Student's choice should be based on his or her personal goals and take into account the consequences of the choice. Student should support his or her decision with facts and reasons for the choice.

ASSIGNMENT SHEET 4

Students notes should be clear, well-organized and legible. They should contain the main points of the reading assignment and may include graphs, charts, questions the student wants answered or which might appear on essay test. Student may include a rough draft of possible essay answers, including supporting facts and statements. Student's notes should make it evident to the instructor that the student did read the assignment.

ASSIGNMENT SHEET 5

Student should do reasonably well on the practice test (a minimum score of 85 percent). Student should have come to the test prepared (with paper, pen or pencil, notes from reading assignment, and other needed materials). It should be evident that the student read the instructions carefully. Essay answer(s) should have a clear opening statement of the main idea which is supported by facts and statements. Ideas should be connected together with transitional phrases, and each paragraph should have only one point. If the test said to **compare and contrast,** the answer should do so; if the test said to **discuss**, then the answer should do so, etc. Student should use proper grammar, spelling, and punctuation.

ASSIGNMENT SHEET 6

Part I

1. Student should record actual test score received
2. Student should have begun studying several days or weeks before the test, not the night before
3. Student should have studied at least a few minutes a day or every few days. (Study sessions should be spread out over several days rather than four hours at a time).
4. Time will vary with student and subject area
5. Will vary with student and subject area
6. Student should include reading, taking notes over key ideas, organizing material, possibly speaking or taping material, and short study sessions spread out over several days. Student should mention proper rest, nutrition, and avoidance of distractions, drug or alcohol use. Student may include a written plan or "To do" list.

Part II

1. Student's answer will depend on specific problem areas, but should reflect ideas presented in this unit and better use of time.

2. Same as above

WRITTEN TEST

DEVELOP GOOD STUDY HABITS VII

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with study habits to their correct definitions. Write the correct letters in the blanks.

____ 1. Gaining knowledge, understanding, or skill by study, instruction, or experience

____ 2. Task or activity considered worthy of receiving attention before another

____ 3. Planning use of time in a way that will bring the greatest satisfaction and personal rewards

____ 4. Studying hastily for an exam often at the last minute

____ 5. Something that encourages or motivates one to take action or to work harder

____ 6. To examine in a general way; to get an overview

____ 7. Act of putting off doing something until a future time

a. Cramming

b. Importance

c. Learning

d. Procrastination

e. Incentive

f. Time management

g. Survey

h. Skim

i. Priority

OBJECTIVE 2

List influences on use of time.

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OBJECTIVE 3

Identify time wasters. Mark an "X" in the blank before each correct answer.

____1. Lack of goals or objectives

____2. Overcommitment

____3. Daily "To do" list

____4. Crisis situations

____5. Selective reading

____6. Procrastination

____7. Haste

____8. Skimming information and outlining key points

____9. Lack of priorities

____10. Getting enough rest even though it reduces study time

____11. Daily routine

____12. Distractions

____13. Quizzing oneself over items that will probably be on the test

____14. Lack of planning

____15. Indecision

OBJECTIVE 4

Select from the following list ways to manage time efficiently. Write an "X" in the blank before each correct answer.

____1. Set priorities

____2. Complete activities when you want to

____3. Make a realistic time plan

____4. Be decisive

____5. Change priorities each time something comes up

____6. Do hardest tasks last

____7. Establish goals

___ 8. Evaluate regularly your use of time

___ 9. Offer yourself an incentive

OBJECTIVE 5

Select from the following list guidelines for making a written time plan. Write and "X" in the blank before each guideline.

___ 1. Be sure plan contains all possible alternatives and extra information

___ 2. Write plan so that it cannot be changed later

___ 3. Make your list complete

___ 4. Keep plan simple

___ 5. Get someone's approval for your plan

___ 6. Do not change time plan once you have designed it

___ 7. Make plan workable

OBJECTIVE 6

List desirable attitudes about study skills.

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OBJECTIVE 7

State seven techniques for classroom learning.

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OBJECTIVE 8 **State five techniques for taking notes in class.**

OBJECTIVE 9 **Select from the following list successful studying techniques.** Write an "X" in the blank before each correct answer.

____1. Focus your attention on your work

____2. Stop studying only when you have reached the end of the material

____3. Get or make a course outline

____4. Have on hand all the tools you need to work efficiently

____5. Work wherever it is handy

____6. Study for short periods and take breaks

____7. Work in a quiet, well-lit, well-ventilated area

____8. Schedule a regular, uninterrupted time for studying

OBJECTIVE 10

Arrange in order steps for surveying a textbook. Write a "1" before the first step, and a "2" before the second step, and so on.

___ Look at the illustrations

___ Look through book from front to back

___ Look through one chapter to see how the author organized the material

___ Note use of boldface type, outlines, and chapter divisions

___ Read preface to see what the author wanted to accomplish with the book

___ Look through the table of contents

OBJECTIVE 11

State points to consider when reading a textbook

____

____

____

____

OBJECTIVE 12

Arrange in order steps in the SQ3R reading method. Write a "1" before the first step, a "2" before the second step, and so on.

___ Read and reflect

___ Review

___ Survey

___ Question

___ Recite

OBJECTIVE 13

Describe proper health practices which facilitate successful study habits.

____

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OBJECTIVE 14

Select from the following list ways to prepare for tests. Write an "X" in the blank before each correct answer.

____1. Start reviewing 48 hours before the test, so everything will be fresh in your mind

____2. Review and pre-test yourself with your notes

____3. Get proper rest, exercise, and nutrition before the test

____4. Cram the last few hours before the exam

____5. Relax and tell yourself you can do it

____6. Panic, because if you are nervous, you will remember more

____7. Avoid cramming

OBJECTIVE 15

State six techniques for taking a test.

OBJECTIVE 16

Describe eight techniques for taking an essay test.

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OBJECTIVE 17 **Name five tips for taking a multiple choice test.**

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NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 18	**Identify personal time wasters.**	SCORE _______
OBJECTIVE 19	**Complete a time-allocation form.**	SCORE _______
OBJECTIVE 20	**Analyze time-management skills.**	SCORE _______
OBJECTIVE 21	**Complete a reading assignment using a reading system.**	SCORE _______
OBJECTIVE 22	**Complete a practice test.**	SCORE _______
OBJECTIVE 23	**Evaluate your techniques for preparing for and taking a test.**	SCORE _______

WRITTEN TEST ANSWERS

DEVELOP GOOD STUDY HABITS

VII

OBJECTIVE 1	1. c 2. i 3. f 4. a 5. e 6. g 7. d
OBJECTIVE 2	• Your goals, values, and standards • Your responsibilities in life
OBJECTIVE 3	1, 2, 4, 6, 7, 9, 12, 14, 15
OBJECTIVE 4	1, 3, 4, 7, 8, 9
OBJECTIVE 5	3, 4, 7
OBJECTIVE 6	• Have a positive attitude • Know your goals • Know yourself
OBJECTIVE 7	Answer should include any seven of the following • Develop a positive attitude • Attend all classes • Be on time • Sit where you can see and hear the instructor • Read and complete assignments on time

- Preview the day's assignment before class
- Come to class prepared to discuss and ask questions
- Take careful, readable notes
- Give the instructor your full attention
- Ask questions when you don't understand
- Review information as soon as possible after class
- Get to know others in class

OBJECTIVE 8 Answer should include any five of the following

- Be ready with your paper and pen before the class starts
- Use looseleaf paper and write on only one side
- Write down key ideas only
- Listen and watch for behavior that "signals" key ideas
- Pay attention to opening and closing remarks
- Write down any idea that the teacher repeats
- Copy diagrams, charts, etc. that the instructor writes on the board
- Develop a shorthand system that works for you
- Organize your notes in a pattern that makes sense to you

OBJECTIVE 9 1, 3, 4, 6, 7, 8

OBJECTIVE 10 5, 2, 4, 1 , 3, 6

OBJECTIVE 11

- The information given is one author's point of view
- Consider the main reason you are reading the text
- Read everything, including charts, tables, footnotes, and graphs
- Coordinate what you read with what you learn in the classroom; develop a system of taking lecture notes that can be sued with notes taken from texts
- Ask instructor for help if material is difficult for you to read

OBJECTIVE 12 3, 5, 1, 2, 4

OBJECTIVE 13 Description should include

- Eat well-balanced meals three times per day
- Exercise properly
- Get proper amount of sleep each night
- Avoid excessive amounts of sugary foods, caffeine, or alcohol
- Avoid drug use

OBJECTIVE 14 2, 3, 5, 7

OBJECTIVE 15 Answer should include any six of the following

- Arrive early or on time with everything you need
- Listen carefully to all instructions and comments from your instructor
- Scan the entire test
- Schedule your time
- Read all instructions and questions carefully
- Watch for clue words
- Answer easy questions first
- If answer sheets are being used, check carefully to make sure that the number of the question matches the number of the answer
- Mark questions that you don't know, skip them, and come back to them later
- Guess only when there is no penalty for wrong answers
- Review entire test after you have completed it and check your answers
- Use all the time allowed

OBJECTIVE 16

Description should include any eight of the following

- Study to get an overview of the material
- Read directions carefully and underline clue words
- Budget your time
- Outline your answers, including examples, on a separate sheet of paper when possible
- Write a clear opening statement of your main idea
- Support your main idea, and connect ideas together with transitional phrases
- Present only one main point in a paragraph
- Use key phrases, words, and statements from your instructor's lectures
- Read over your answer
- Go over the test after it has been graded, to help you prepare for the next test

OBJECTIVE 17

Answer should include any five of the following

- Study facts, dates, and definitions
- Compare similar important ideas, noting similarities and differences
- Try to figure out the correct answer before reading the choices; eliminate wrong answers
- Watch for clue words and underling them to help in choosing correct answer
- Look for other clues
- When in doubt, trust your first impulse, as it is usually right
- If more than one response seems correct, select the "most correct"

OBJECTIVE 18-23

Refer to answers to Assignment Sheets 1 through 6.

OBJECTIVE SHEET

DEVELOP BASIC COMMUNICATION SKILLS

VIII

INTRODUCTION

"I know you think that you understand what you thought you heard me say, but I'm afraid that what you do not realize is that I did not say what I really meant." (Author unknown.)

This statement illustrates how difficult it can be to communicate effectively, both for the speaker and the listener. Communication (both verbal and nonverbal) is an important part of everyday life. Your ability to communicate effectively influences how others perceive you. It is an important part of both personal and career success.

UNIT OBJECTIVE

After completing this unit, the student should be able to use basic speaking and listening techniques effectively, recognize positive and negative signs of nonverbal communication, give and follow directions properly, and write a business letter and memorandum. The student will demonstrate this ability by completing assignment sheets and written test with 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with basic communication skills to their correct definitions.
2. List the three purposes of communication.
3. Name the two basic styles of communication.
4. List five elements of communication.
5. Discuss causes of communication problems.
6. Select from a list ways to generally improve communication.
7. Identify nonverbal signs of positive and negative communication. (Assignment Sheet 1)
8. List ways to listen more effectively.
9. Describe how to give directions properly in a work situation.
10. Describe how to follow directions properly in a work situation.

11. Select from a list ways of using the telephone correctly.

12. Select from a list guidelines for preparing a successful speech.

13. Match principal parts of an outline to their correct descriptions.

14. State ways to make a good impression when giving a speech.

15. Match terms associated with business writing to their correct definitions.

16. List the basic elements of a business letter.

17. Select from a list guidelines for writing the date, inside address, and salutation.

18. Select from a list guidelines for writing the body of a letter.

19. Select from a list guidelines for writing the complimentary close, signature, and reference line.

20. Name the three basic styles of business letters.

21. Select from a list statements about how to address an envelope.

22. Describe the basic structure of a memorandum.

23. Match the three parts of a formal report to their correct descriptions.

24. Select from a list statements about a formal report.

25. Practice listening skills to follow directions. (Assignment Sheet 2)

26. Follow written directions. (Assignment Sheet 3)

27. Organize material for a one-minute speech. (Assignment Sheet 4)

28. Give a one-minute speech. (Assignment Sheet 5)

29. Write a business letter. (Assignment Sheet 6)

30. Address an envelope for a business letter. (Assignment Sheet 7)

31. Write a memorandum. (Assignment Sheet 8)

PREPARATION

- Order materials to supplement unit.
- Make arrangements for guest speakers. Supply speakers with specific objectives and other appropriate sections of unit.
- Prepare classroom.
    - Put up posters, charts, etc. dealing with basic communication skills
    - Have articles, brochures, and examples of business letters, memorandums, and formal reports available for students to see
- Obtain copies of reference manuals (see Suggested Resources) for students to use in writing business letters.
- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Decide how to administer pretest. (See Evaluation Section on pretest.)
- Introduce unit. Following are suggestions:
    - Survey the class to find out their perceptions about communication, whether they view listening or speaking as more important, their knowledge of body language and telephone skills, and if they have given a speech or written a business letter or memorandum
    - Invite a representative from Toastmasters International to discuss how to prepare and give a speech
    - Invite a representative from a local civic organization (such as Jaycees) to discuss the importance of communication skills and how good communication skills can be of benefit in all areas of life
    - Invite a local business leader in the community to discuss the importance of effective communication on the job. Have speaker discuss the importance of listening, giving and following directions, and using the telephone correctly

- Invite an English, business communications, or technical writing instructor to discuss basic business writing skills. Ask speaker to mention tips such as use of transitional expressions, avoidance of cliches, etc.

- Contact your local telephone company representative for instructions on how to use the telephone, how to use telephone boards, etc. You may want a representative to speak to the class about the importance of good telephone skills.

DELIVERY

- Discuss unit and specific objectives. Emphasize how the specific objectives will lead to meeting the unit objective, and how reaching the unit objective is vital to mastering basic communication skills. Relate the objectives to your introduction and to previous class material.

Objective 1

- Discuss terms and definitions. Use Transparency 1 to illustrate that communication goes two ways.

Objective 2

- Use Transparency 2. Ask students to name examples of communication designed for these three purposes.

Objective 3

- Show examples of informal and formal writing to class. Point out that in recent years, communication has become much more informal. If possible, read excerpts from letters from the 19th century to students to illustrate how communication has changed.

- Explain when formal and informal communication would be appropriate today.

Objective 4

- Discuss the elements of communication listed in the Information Sheet. Ask students to name others. Briefly discuss values and how they influence people.

Objective 5

- Have students recall instances in which they experienced problems in communication. Ask them how the situation could have been improved.

- Discuss each item listed in the Information Sheet in detail.

Objective 6

- Use Transparency 3. Have guest speaker discuss ways to improve communication with the class. (Your school counselor may be a good resource.)

Objective 7

- Use Transparencies 4 and 5 to illustrate body language. Use Activity Sheet 1 and Assignment Sheet 1.
- Have illustrations or photographs of people cut from magazines. Have students discuss the impression they get of various people and situations from their body language and facial expressions.
- Obtain other resources on "body language" from library or bookstores; provide students the opportunity to do supplemental reading on the impact of body language, especially in the business world.

Objective 8

- Ask students if they view speaking or listening as more important. Use Transparency 6, Activity Sheet 2, and Handout 1.
- Show films, *Communications: The Process, Oral Communications*, or *You're Not Listening!*.
- Have a guest speaker from a local business discuss the importance of listening skills and why listening is important in the business world.

Objective 9

- Use Handout 2.
- Have students role-play various situations in which they must give directions. Show film, *Say That One More Time*.

Objective 10

- Use Handout 2. Invite a local business person to discuss importance of giving and following directions properly.

Objective 11

- Show films, *Say That One More Time* or *Telephone Manners*. Have students pretend they represent various businesses in town and role-play situations in which they must deal with questions or customer complaints.

- Invite a local disc jockey or representative from a television station to discuss how a person sounds to himself and to others, and how others may perceive him or her differently.

- Videotape students as they role play various situations on the telephone. Let students view the tape to see how they really sound and how they really look to others. Have the class critique the video.

- Invite a respresentative from the telephone company to speak to the class.

Objectives 12 through 14

- Invite guest speaker from Toastmasters International or other civic organization to talk with students. If possible, invite a local politician such as the mayor to discuss public speaking.

- Show films, *JJ Get Ready* or *JJ Gets To His Feet* or *Speaking To One or One Thousand*.

- Have students recall various speeches they have heard and why the speaker did a good or poor job.

Objective 15

- Review terms and definitions with students. When possible, illustrate them with examples of business correspondence

Objectives 16 through 24

- Use Transparency 7 for Objective 16.

- Use Supplement 1 for Objectives 17 and 21.

- Use Supplement 2 for Objectives 20 and 22.

- Supplement Objective 20 with examples of actual letters in the various letter styles.

- Use Supplement 3 through 5 for Objectives 23 and 24. If possible, show examples of formal reports to students. Obtain from a business writing class or local businesses. Some employers may have copies of their annual reports available.
- Invite a local English, technical writing, or business communication instructor to speak to class.
- Emphasize that written business communication is often kept as a legal record of what transpires in a given situation. Point out that this is one reason why accuracy and proper writing techniques are so important.

APPLICATION

Objectives 25 through 31

- Use Assignment Sheets 2 through 8.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test those actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet activities not previously done.
- Reteach and retest as necessary.
- Complete appropriate section of competency profile.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *JJ Gets Ready*. Color, 16 mm, 10 minutes, 1977. JFI. JJ is instructed on the techniques of preparing to give a speech.

- *JJ Gets to His Feet*. Color, 16 mm. 10 minutes, 1977. JFI. JJ learns how to relax in order to be a more effective speaker.

- *Making the Most of Yourself*. 1/2 inch video, color, 14 minutes, 1983. AITE. This film focuses on two characters, one of which is willing to take additional training, adjust his schedule, and keep his work even when tired. The other is not. It emphasizes how body language, word choice, and voice tone affect communication.

- *Telephone Manners*. 16 mm, color, 10 minutes, 1974. NEM. This film covers basic telephone courtesy.

- *Communications: The Process*. 1/2 inch VHS, color, 25 minutes, 1986. MEDC. This film discusses a six-step communication process and covers effective speaking and listening skills.

- *Oral Communications*. 16mm, color, 28 minutes, 1972, NAVC. This film discusses human relations and word choice, body language, listening carefully, avoiding arguments, and encouraging others.

- *Person to Person: Making Communications*. 16 mm, color, 11 minutes, 1972, SAND. This film, narrated by Rod Serling, covers facial expression, body language, eye contact, and enthusiasm.

- *Say That One More Time*. 1/2 inch video, color, 14 minutes, 1983. This film illustrates how to give directions and covers good and poor telephone skills. The film uses an employee's first day at work, learning how to use the copy machine, as an example of how to give and follow directions.

- *Report Writing*. 16 mm, color, 28 minutes, 1976. NAVC. this film covers letters, memos, and reports. It discusses basic organizational techniques, language, style, and thoroughness.

NOTE: These films are available to Oklahoma teachers on a free-loan basis from the Media Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074. Out-of-state teachers must order from the addresses listed with each film.

- *You're Not Listening!* 16 mm, color, 21 minutes, 1978. From University of Illinois Film Center, 1325 South Oak Street, Champaign, Illinois 61820. (217) 333-1360 or 1-800-367-3456. Rental fee required. Order number 56063. A Shakespearean actor leads viewers through a series of humorous and thought provoking vignettes that illustrate techniques for building seven basic listening skills: eye contact, controlling one's mouth, becoming an observer, good thinking, not jumping to conclusions, avoiding prejudice, and working to keep an open mind.

- *Speaking to One or One Thousand*. Color, 21 minutes, 1980 Available on 16 mm film or 3/4 inch videotape. Price approximately $545, but may be rented. From McGraw-Hill Training Systems, Education Department, McGraw-Hill Book Company, 674 Via de la Valle, P.O. Box 641, Del Mar, CA 92014. (691) 453-5000. This film gives Toastmasters International's tips and do's and don'ts for making presentations.

- *Applied Communication modules*. Consists of 15 instructional modules with a total of 150 lessons designed to improve students' communication skills before they enter the job market. Lessons 1 through 7 of each module relate to communication skills as they are used in the workplace, and lessons 8 through 10 develop and refine communication skills in five major occupational areas: agriculture, business/marketing, health occupations, home economics, and technical/trade/industrial occupations). Designed primarily for secondary students, this series may also be used in postsecondary, adult, and retraining settings.

  Modules are available on the following topics: Communicating in the Workplace; Gathering and Using Information in the Workplace; Using Problem-Solving Strategies; Starting a New Job; Communicating with Co-Workers Participating in Groups; Following and Giving Directions; Communicating with Supervisors; Presenting Your Point of View; Communicating with Clients and Customers; Making and Responding to Requests; Communicating to Solve Interpersonal Conflicts; Evaluating Performance Upgrading, Retraining, and Changing Jobs, and Improving the Quality of Communication.

  The series consists of an Instructor's Kit for each module, video programs, and student worktext. The comprehensive Instructor's Kit for each module features an Instructor's Guide with overhead transparency and student activity masters, reproducible student Worktext, and videotape. Lesson plans, a chart of student competencies covered in the module, and an annotated resource list of related materials are included in each Instructor's Guide. Two video programs are included for each module (one to introduce the module and one to review its content). All are approximately 10 minutes long.

The *Applied Communication* series was developed in association with the Agency for Instructional Technology (AIT). It is available from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074. (Toll-free number for Oklahoma instructors is 1-800-522-5810, extension 589).

NOTE: This series is available to Oklahoma instructors only. Out-of-state instructors must order from AIT.

Literature

- Obtain booklets or other literature from Toastmasters International or other sources on communication and speaking.
- Posters and charts dealing with communication, such as a poster on body language.
- Transparencies and competency profiles

  NOTE: Transparencies and competency profiles for this book are available from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.
- Eckersley-Johnson, Anna L., ed. *Webster's Secretarial Handbook*, 2nd ed. Springfield, Massachusetts: Merriam-Webster Inc., copyright 1983.
- Sabin, William A. *The Gregg Reference Manual*, 6th ed. New York: Gregg Division, McGraw-Hill Book Company, 1985.

VICA Professional Development Program Advisor's Guide. Developed by the National VICA staff, the Professional Development Program (PDP) is a noncompetitive, skill-building program for VICA members, designed to help students make a smooth transition from school to work by teaching the employment skills which the business world demands. PDP is designed for secondary students but may be adapted for special needs students or for post-secondary instruction. It is suitable for group or individualized instruction.

The PDP program focuses on the following skills: personal awareness, goal setting, community service, career awareness, communication skills, basic knowledge of government, and interaction with business and industry. Students who complete Levels 1 through 4 can go on to levels 5 and 6, the American VICA Degree and the International VICA Degree. Pins or patches are available for students on completion of each degree.

Components include Advisor's Guide, student workbooks for each level, awards (pin or patch) for each level, competency profile, class progress chart, class file folders, student certificates of completion, and three-ring binder notebook. Available from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, Stillwater, OK 74074. (Oklahoma instructors may call toll-free number as listed above. Out-of-state instructors may order by calling 1-800-654-4502).

UNIT REFERENCES

- Brusaw, Charles T., Alfred, Gerald J., and Walter E. Oliu, *Handbook of Technical Writing*, 3rd ed. New York: St. Martin's Press, 1987.
- *Communications*. Instructor's Curriculum. Developed by the Instructional Materials Laboratory, University of Missouri-Columbia. Columbia, Missouri: n.d.
- *Effective Communication*. Developed by the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education. Stillwater, Oklahoma: 1988.
- Hawkinson, Bruce. *Basic Skills in Communication and Arithmetic*. New Mexico State Department of Education, Vocational-Technical Division. Santa Fe: 1977.
- Herr, Edwin L., ed. *Your Working Life: A Guide to Getting and Holding a Job*. New York: Gregg Division, McGraw-Hill Book Company, 1980.
- Lateiner, Alfred. *Modern Techniques of Supervision*. Stamford, Connecticut: Lateiner Publishing, 1978.

- Markel, Michael. *Technical Writing Situations and Strategies*, 2nd ed. New York: St. Martin's Press, 1988.

- Sweet Home High School, Vocational-Technical Education Department, Oregon State University. Division of Vocational Education, Oregon Department of Education. *Speaking and Listening in Vocational Education*. Salem, Oregon: Oregon Career Development Consortium, 1983.

PRETEST ANSWERS

DEVELOP BASIC COMMUNICATION SKILLS

VIII

OBJECTIVE 1

1. i
2. j
3. f
4. c
5. h
6. d
7. p
8. n
9. a
10. o
11. k
12. q

OBJECTIVE 2

- To inform
- To persuade
- To entertain

OBJECTIVE 3

- Formal
- Informal

OBJECTIVE 4

- Your own body
- Your values
- Your expectations
- Your speaking ability
- Your listening and reading ability

OBJECTIVE 5

Discussion should include the following

- Failure to see a person as an individual
- Failure to listen
- Interruptions
- Use of limited vocabulary
- False assumptions

- Unawareness of how others perceive us
- Lack of self-confidence
- Childhood teachings

OBJECTIVE 6 1, 3, 5, 8, 9, 10

OBJECTIVE 7

a. P
b. N
c. N
d. P
e. P
f. N
g. P
h. N

OBJECTIVE 8 Prepare to listen

- Physically—Eliminate distractions
- Mentally—Find out about topic beforehand
- Develop interest—Focus on some aspect of the topic that relates to your life
- Concentrate—Listen for relevant and irrelevant information
- Have an open mind
- Make a mental note of each major point said and speaker's examples
- Listen for what the speaker is and is not saying
- Be empathetic
- Remember names
- Rephrase key statements in your mind and review what is being said
- Recognize both main points and details that are important

OBJECTIVE 9

Description should include

VERBAL DIRECTIONS

- Be sure the person understands:

  Why it is to be done

  What is to be done

  Where it is to be done

  When it is to be done
- State the directions clearly and simply
- When possible, decide who is best qualified for the task before assigning it

WRITTEN DIRECTIONS

- Be sure your written directions are:

  Complete

  Concise

  Clear

  Correct

  Courteous

OBJECTIVE 10

Description should include

- Never begin a task until you have heard (or read) all of the directions
- Be sure you understand the directions
- Ask for assistance or clarification if needed

OBJECTIVE 11

WHEN ANSWERING A CALL

2, 5, 7, 8, 10, 11, 12, 13

WHEN PLACING A CALL

2, 5, 6

OBJECTIVE 12

1, 2, 5, 6

OBJECTIVE 13

1. a
2. c
3. b

OBJECTIVE 14

Answer should include any three of the following

- Be neatly groomed
- Be prepared
- Maintain eye contact
- Be enthusiastic and confident
- Speak clearly and in a pleasant tone of voice

OBJECTIVE 15

1. q
2. m
3. k
4. o
5. e
6. h
7. r
8. f
9. b
10. i
11. d
12. l
13. p
14. j
15. n
16. c
17. g
18. a

OBJECTIVE 16

- Heading—Consists of letterhead and date on which the letter will be sent
- Inside address
- Salutation
- Body

- Complimentary close
- Signature
- Reference line

OBJECTIVE 17 1, 4, 5, 6, 7, 8, 10

OBJECTIVE 18 1, 4, 5

OBJECTIVE 19 1, 2, 4

OBJECTIVE 20

- Full-block
- Modified-block
- Modified-block with paragraph indentions

OBJECTIVE 21 3, 4, 5, 6

OBJECTIVE 22 Description should include the following

FOUR-PART HEADING—

1. To: (the name of the person(s) or department to whom the memo is written)
2. From: (the sender's name)
3. Date: (month, day, and year)
4. Subject: (topic of message)

BODY OF MEMO—

Most memos consist of the following:

- Purpose statement—should convey to reader why you are giving him or her this information and what you want the memo to accomplish
- Summary—should state the main points of the memo
- Discussion—should state the detailed, technical information; should begin with a background paragraph

- Action—states what writer will do about a problem, or recommends who is to do what, and when

OBJECTIVE 23

1. c
2. b
3. a

OBJECTIVE 24

1, 2, 5, 7, 9, 10, 11

OBJECTIVES 25-31

Refer to answers to Assignment Sheets 2 through 8.

LISTENING TEST

NAME ______________________________ SCORE _______

Try this listening game to see how well you understand instructions and how quickly you can follow them. Some of the questions are nonsense, but they are a good test of your listening ability. Number your paper from 1 to 9. The instructor will read each direction **only once**, pausing briefly for you to follow it. This is a listening test.

NOTE TO INSTRUCTOR: These are the questions to ask students for Assignment Sheet 2. Have students use the sheet included in this unit. Answers to this exercise are included in Answers to Assignment Sheets.

1. Write *yes* no matter with what letter your name begins.
2. Of the words *hammer* and *nail*, write the shorter.
3. Write *no* even if you think cement is heavier than feathers.
4. Write the numbers, 2, 7, 9, 5, and 8 and circle the largest.
5. If you circled 7, make a square; if not, make a cross.
6. If screwdrivers screw screws, complete this sentence correctly: Hammers pound ______.
7. If 3 x 2 = 8, make a circle; if not, make two dots.
8. Give the wrong answer to this question: "Does wood come from trees?"
9. If Washington was not the first President of the United States, write the shorter of the words red and green; if he was, sign your name.
10. Have students give oral directions for locating a certain unnamed business house in the vicinity. The other students should be able to place the business if the directions are clear.

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CONDUCT A CLASS ON COMMUNICATION SKILLS

NAME ________________________________ SCORE _______

This exercise illustrates the importance of good communication and points out some of the barriers to communication.

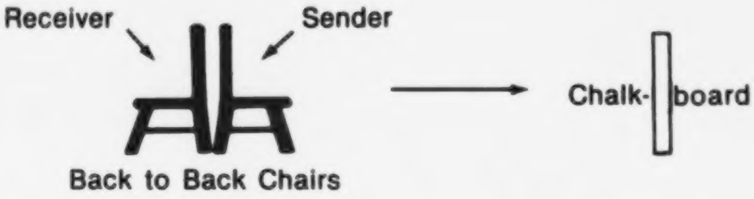
Instructor should do the following:

1. Gather and set-up the following equipment:

    a. Chairs for everyone participating

    NOTE: The chairs need to be set-up in pairs, back to back, with one chair facing a chalkboard. If possible, set chairs far enough apart so that the participants cannot observe one another.

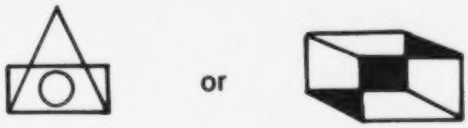
    EXAMPLE:



    b. Chalkboard

    c. Geometric drawing on chalkboard

    EXAMPLE:



NOTE: Until the participants are divided into couples, cover drawing so that no one can see it. Only one person in each couple may see the drawing.

d. Paper and pencil for each couple

2. After you have correctly arranged the chairs in the meeting room, have each participant choose a partner. One is to be the sender of the message; one is to be the receiver. The sender will sit in the chair facing the chalkboard, with the receiver sitting behind, facing the opposite direction. The receiver may not talk or ask questions.

3. When everyone is in position, unveil the drawing and instruct the senders to tell their receivers how to draw the same illustration on their pieces of paper.

4. After the receivers have completed their illustrations, stimulate discussion by asking participants the following questions.

   a. What problem did the senders encounter?

   b. What problems did the receivers encounter?

   c. Would it help if you could have asked questions or have had some feedback? How?

5. If time permits, reverse roles; sender will now be receiver and vice versa; change drawings, and repeat process allowing receiver to ask questions.

6. After the new receiver/senders have completed their instructions and illustrations, ask for discussion on whether or not communication was improved by feedback.

PRETEST

DEVELOP BASIC COMMUNICATION SKILLS

VIII

NAME ______________________________ SCORE _______

NOTE: This pretest contains one or more questions for each specific objective. If you answer all the questions for an objective correctly, study may not be required for that objective.

OBJECTIVE 1

Match terms associated with basic communication skills to their correct definitions. Write the correct letters in the blanks.

____ 1. Sharing another's emotions and/or feelings

____ 2. Technical language of a particular group

____ 3. Involving actions, facial expressions, and gestures but not words

____ 4. Receiving, processing, and evaluating both verbal and nonverbal messages from sender

____ 5. Local or regional dialect

____ 6. Principles or beliefs; what persons believe is important, desirable, and worthwhile

____ 7. Using verbal and nonverbal expression to send a message to a receiver for a particular purpose

____ 8. Involving words and not actions

____ 9. Exchange of thoughts, feelings, and information by verbal and nonverbal messages

___ 10. Evaluation returned by receiver of information to sender of information

a. Communication
b. Extrasensory perception
c. Listening
d. Values
e. Intuition
f. Nonverbal
g. Slang
h. Colloquialism
i. Empathetic
j. Jargon
k. Speech
l. Opinions
m. Feelings
n. Verbal
o. Feedback
p. Speaking
q. Dialect

___11. The communication or expression of thoughts in spoken words

___12. Regional variety of a language usually transmitted orally and differing distinctively from the standard language; variety of language whose identity is fixed by a factor other than geography, such as social class or educational level of users

OBJECTIVE 2 **List the three purposes of communication.**

OBJECTIVE 3 **Name the two basic styles of communication.**

OBJECTIVE 4 **List five elements of communication.**

OBJECTIVE 5

Discuss causes of communication problems.

OBJECTIVE 6

Select from a list ways to generally improve communication. Write an "X" in the blank before each correct answer.

____ 1. Use "I" messages rather than "you" messages

____ 2. Ignore nonverbal cues

____ 3. Use proper listening techniques

____ 4. In serious discussions only, allow for feedback

____ 5. Maintain a pleasant tone of voice

____ 6. Initiate communication anytime you feel the need

____ 7. Use words that may have multiple meanings

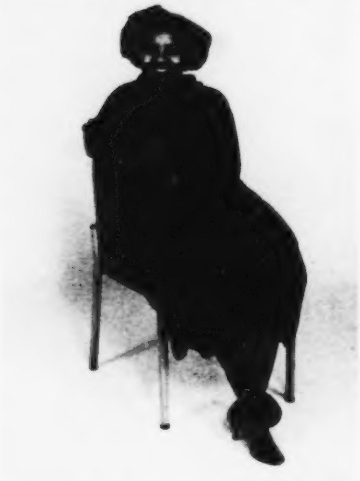
____ 8. Use open-ended questions when possible

____ 9. Indicate your honest wish to talk

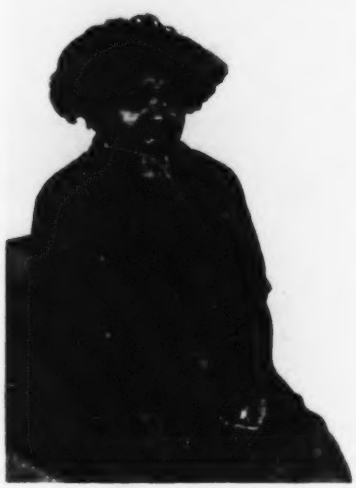
___ 10. Avoid critical or sarcastic remarks

OBJECTIVE 7

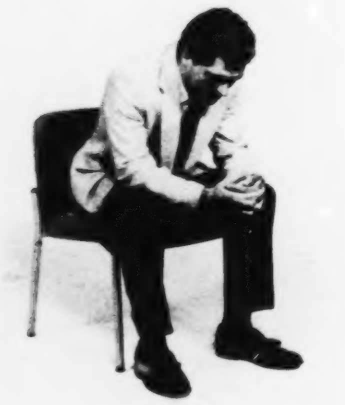
Identify nonverbal signs of positive and negative communication. Write a "P" in the corresponding blanks for positive communication, and an "N" in the blanks for negative communication.



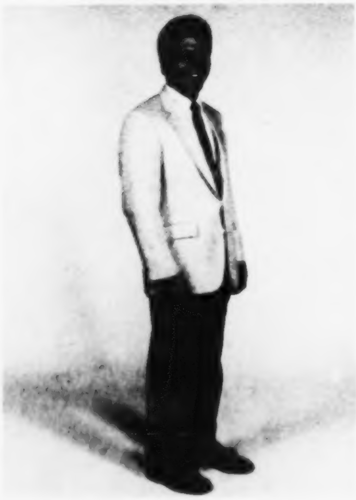
a.______________



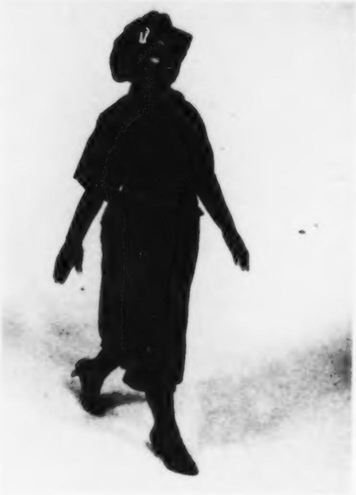
b. ______________



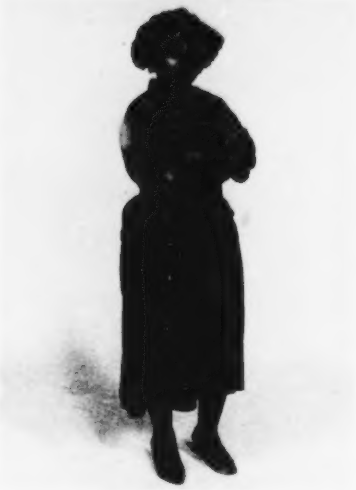
c.______________



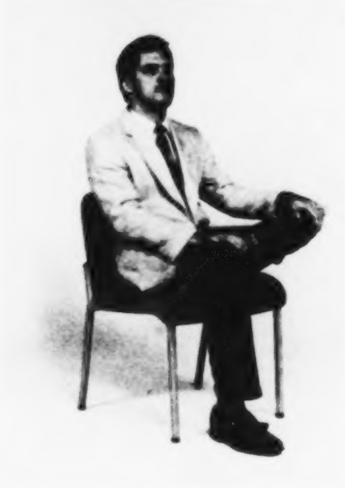
d. ______________



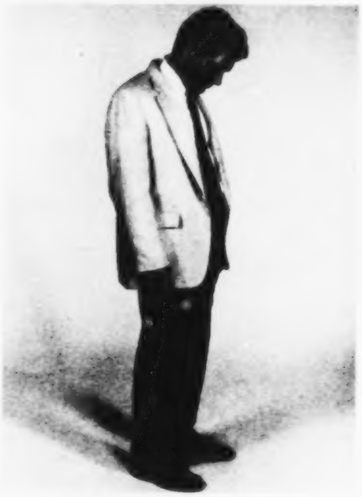
e. ______________



f. ______________



g. ______________



h. ______________

OBJECTIVE 8 **List ways to listen more effectively.**

OBJECTIVE 9 **Describe how to give directions properly in a work situation.**

VERBAL DIRECTIONS— ______________________

WRITTEN DIRECTIONS— ______________________________

____

____

____

____

____

____

____

OBJECTIVE 10

Describe how to follow directions properly in a work situation.

____

____

____

____

____

OBJECTIVE 11

Select from a list ways of using the telephone correctly. Write an "X" in the blank before each correct answer.

WHEN ANSWERING A CALL

____ 1. Answer by the fourth ring

____ 2. Use the caller's name often

____ 3. Hold receiver about two inches from your mouth, so need for speaking distinctly is not necessary

____ 4. Always give information to caller that is asked for

____ 5. Identify yourself

____ 6. Use a pleasant voice if you like the caller

____ 7. Apologize for errors or delays

____ 8. Be friendly; say "May I ask who is calling, please?" if caller does not identify self

____9. When you must leave the line to get information, have caller talk to someone else

___10. Then check back frequently to assure the caller that they have not been forgotten

___11. Courteously resume the call

___12. Tell the caller why a call is transferred

___13. Use correct method when leaving telephone unattended

___14. Never mention the number to which a transfer is being made

WHEN PLACING A CALL

____1. Be spontaneous, it is not necessary to plan the conversation before you call

____2. Let the phone ring about 10 times or one minute before you hang up

____3. When the phone is answered, ask for the person you are calling

____4. Call at certain times each day

____5. State, "This is long distance," if you are calling directly

____6. When you have completed the call, thank the other party for his or her assistance and hang up quietly

OBJECTIVE 12

Select from a list guidelines for preparing a successful speech. Write an "X" in the blank before each correct answer.

____1. Choose an idea that is striking, different, or unusual

____2. Choose an idea that is interesting to the audience

____3. Give a "live" presentation (do not practice beforehand)

____4. Be sure information is historical rather than timely

____5. List information in logical order

____6. Phrase speech so that it is clear to your audience

OBJECTIVE 13

Match principal parts of an outline to their correct descriptions. Write the correct letters in the blanks.

____ 1. Beginning of speech; should attract and motivate audience (should get audience's attention, should state purpose of speech, should relate the importance of topic to the audience, and should preview the main points to be covered)	a. Introduction
____ 2. End of speech; drives home central message of speech (reviews or summarizes main points of speech, may ask for action)	b. Body
____ 3. Central theme of speech; carries main ideas (consists of main points, their subdivisions, and supporting detail, should develop fully the theme of your presentation)	c. Conclusion
	d. Supplement
	e. Follow-up

OBJECTIVE 14

State ways to make a good impression when giving a speech.

____

____

____

____

OBJECTIVE 15

Match terms associated with business writing to their correct definitions. Write the correct letters in the blanks.

____1. Used to identify the typist and the one who signs the letter

____2. Typed name and title of the person who signs the letter

____3. To correct small, mechanical errors including typographical errors, grammatical errors, word usage, spelling, and punctuation

____4. "Good-bye" of the letter

____5. Word, phrase, or sentence that connects ideas between sentences or paragraphs

____6. Name, address, and company of the person to whom the letter is written

____7. To space in from left margin

____8. Process of presenting business information and data in report form

____9. All material between the salutation and the complimentary close; the message

____10. Firm's name, address, telephone number, and/or symbol to identify the nature of the firm's business; usually appears at top of stationery

____11. Written exchange of ideas between individuals, departments, or branches of one organization

____12. Month, day of month, and year

____13. Opening greeting of the letter

____14. First written copy of a piece of writing

a. Final draft copy

b. Body

c. Reasons

d. Memorandum (memo)

e. Transition

f. Formal report

g. Revise

h. Inside address

i. Letterhead

j. Rough draft

k. Edit

l. Date line

m. Signer's identification line

n. Outline

o. Complimentary close

p. Salutation

q. Reference notation

r. Indent

___ 15. A framework which shows the principal parts, or ideas, of an intended piece of writing

___ 16. Details explaining a fact or opinion

___ 17. To make corrections in the content and/or the arrangement of a letter, memorandum, report, or other written material

___ 18. Last written copy of a piece of writing, following revision and editing

OBJECTIVE 16 **List the basic elements of a business letter.**

____

____

____

____

____

____

____

____

____

OBJECTIVE 17

Select from a list guidelines for writing the date, inside address, and salutation. Write an "X" in the blank before each correct answer.

____1. Write out month and use numerals for day and year (for date)

____2. Use abbreviations after day of month in date

____3. If you know your reader fairly well, no salutation is needed, except Hi!

____4. If addressing the letter to a group, the following may be used: Ladies and Gentlemen, Gentlemen (if all male readers), Ladies (if all female readers)

____5. If you do not know the reader's name or title, address the letter to an appropriate department or identify the subject in a "subject line" and do not use a salutation

____6. Traditionally, use "Dear" followed by reader's courtesy title and last name followed by a colon

____7. Inside address should always be typed in three or four lines

____8. Inside address should not contain the abbreviations of streets, cities, or counties

____9. Inside address should not include the two-letter abbreviation of the state as authorized by the U.S. Postal Service

____10. Inside address must include the zip code on the last line of the address, following the city and state

OBJECTIVE 18

Select from a list guidelines for writing the body of a letter. Write an "X" in the blank before each correct answer.

____1. Should be clear and concise

____2. Should usually have a positive, courteous tone

____3. Will generally be five or six paragraphs; the first paragraph introduces the subject of the letter and the rest contain the message

____4. Third and/or fourth paragraph concludes the letter

____5. Should be tailored to reader's interest or viewpoint

OBJECTIVE 19

Select from a list guidelines for writing the complimentary close, signature, and reference line. Write an "X" in the blank before each correct answer.

____ 1. Complimentary close begins after last line of the body of the letter; only first word is capitalized, and phrase is followed with a comma

____ 2. Signature should contain writer's full name and business title

____ 3. Signature should appear signed in pencil or ink above typewritten name

____ 4. Reference line identifies person who is sending letter and person who typed the letter (if not the writer)

____ 5. Reference line lists person's initials who is sending letter in lowercase and typist's initials in capital letters

OBJECTIVE 20

Name the three basic styles of business letters.

____

____

____

____

OBJECTIVE 21

Select from a list statements about how to address an envelope. Write an "X" in the blank before each correct answer.

____ 1. Display the same address that appears on the outside address of the letter

____ 2. Address single- or double-spaced, depending on size of envelope and length of address

____ 3. Always include the zip code

____ 4. Display special service notations below the stamp and at least three lines above the address

____ 5. Always include the sender's address in the upper left corner of envelope

____ 6. Display special references of a personal, confidential, or routine nature, a triple space below the return address, and three spaces from the left edge of the envelope

OBJECTIVE 22 **Describe the basic structure of a memorandum.**

FOUR-PART HEADING—____________________________

____

____

____

BODY OF MEMO— ______________________________

____

____

____

____

____

____

OBJECTIVE 23 **Match the three parts of a formal report to their correct descriptions.** Write the correct letters in the blanks.

____1. Items that establish a clear understanding of the message	a. Supplements
	b. Body
____2. Specific details of the study's introduction, discussion, conclusions, and recommendations	c. Preliminaries
	d. Intermediaries
____3. Materials that identify the origins of pertinent information and provide exhibits which are too cumbersome for inclusion elsewhere in the report	e. Appendix

OBJECTIVE 24

Select from a list statements about a formal report. Write an "X" in the blank before each correct answer.

____ 1. Cover or binder displays the report title and the author's name

____ 2. Title page shows the full name of the report, identifies the principal reader as well as the author, and shows date report is submitted

____ 3. List of tables or illustrations appears on same page as table of contents

____ 4. Synopsis contains the bibliographical information

____ 5. Appendix contains table of contents, tables, figures, and exhibits

____ 6. A formal report does not have an index

____ 7. Displays arabic numerals for figures, including charts and graphs

____ 8. List of tables or illustrations displays arabic or roman numerals for tables, figures and graphs, depending upon author's preference

____ 9. Introduction states the purpose, scope, limitations, and justification of the study

___ 10. Discussion states the findings of the study

___ 11. Conclusion is a logical "summing up" which states results of study

___ 12. Recommendations restate the conclusion

___ 13. Introduction states the history of the field of study

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 25 **Practice listening skills to follow directions.** SCORE ______

OBJECTIVE 26 **Follow written directions.** SCORE ______

OBJECTIVE 27 **Organize material for a one-minute speech.** SCORE ______

OBJECTIVE 28	**Give a one-minute speech.**	SCORE ________
OBJECTIVE 29	**Write a business letter.**	SCORE ________
OBJECTIVE 30	**Address an envelope for a business letter.**	SCORE ________
OBJECTIVE 31	**Write a memorandum.**	SCORE ________

OBJECTIVE 1 **Match terms associated with basic communication skills to their correct definitions.** (Transparency 1)

- **Colloquialism**—Local or regional dialect
- **Communication**—Exchange of thoughts, feelings, and information by verbal and nonverbal messages
- **Dialect**—Regional variety of a language usually transmitted orally and differing distinctively from the standard language; variety of language whose identity is fixed by a factor other than geography, such as social class or educational level of users

  EXAMPLE: Cajun French
- **Empathetic**—Sharing another's emotions and/or feelings
- **Feedback**—Evaluation returned by receiver of information to sender of information
- **Jargon**—Technical language of a particular group
- **Listening**—Receiving, processing, and evaluating both verbal and nonverbal messages from sender
- **Nonverbal**—Involving actions, facial expressions, and gestures but not words
- **Speaking**—Using verbal and nonverbal expression to send a message to a receiver for a particular purpose
- **Speech**—The communication or expression of thoughts in spoken words
- **Values**—Principles or beliefs; what persons believe is important, desirable, and worthwhile

  NOTE: Values are influenced by one's family, friends, school, and the media.
- **Verbal**—Involving words and not actions

OBJECTIVE 2 **List the three purposes of communication.** (Transparency 2)

- To inform
- To persuade
- To entertain

OBJECTIVE 3 **Name the two basic styles of communication.**

NOTE: Communication can be either verbal or nonverbal. Informal speaking involves more use of slang expressions and exclamations.

- Formal

  EXAMPLE: Presentation, speech, letter to someone of importance, such as the Governor

- Informal

  EXAMPLE: Talking with friends or family, everyday interoffice business communication

OBJECTIVE 4 **List five elements of communication.**

- Your own body
- Your values
- Your expectations
- Your speaking ability
- Your listening and reading ability

OBJECTIVE 5 **Discuss causes of communication problems.**

- Failure to see a person as an individual

  NOTE: Value judgment, stereotyping, and prejudice prevent one from seeing another person as he or she really is.

  EXAMPLES: "All (Irish, Italian, Jewish, Indian, Catholic) students behave in certain ways."

  "All women want a rich husband."

- Failure to listen

NOTE: Failure to listen causes a breakdown in communication. The listener fails to hear the real message or what the speaker is really saying if the listener is preoccupied with preparing a reply.

- Use of cliches, automatic responses, colloquialisms, and jargon

EXAMPLES: "Everything will be ok."

"I'm fine, and you?"

"You know?" (as an ending to sentences).

"Process that PO now."

- Interruptions

NOTE: Interruptions give the speaker the impression that the listener is in a hurry or that what the speaker is saying is not important.

- Failure to clarify comments

NOTE: Failure to clarify comments often leads to misunderstanding. Asking questions may clarify the meaning of a comment.

- Use of limited vocabulary

NOTE: Giving examples or clarifying what you are saying helps define terms and leads to understanding.

- False assumptions

NOTE: Acting on a false assumption can cause misunderstanding or can prevent one person from getting to know another person.

- Unawareness of how others perceive us

EXAMPLE: Some people have no idea what their body language or tone of voice communicates to others.

- Lack of self-confidence

NOTE: Fear of rejection or ridicule prevents some people from communicating with others.

- Childhood teachings

NOTE: Some people are taught from childhood not to express certain feelings and impulses. Some people are told not to cry, get angry, or show affection.

OBJECTIVE 6 **Select from a list ways to generally improve communication.** (Transparency 3)

- Use "I" messages rather than "you" messages

  NOTE: "I" messages make the communicator responsible for the feeling being stated. "You" messages are often used to criticize or blame others.

- Choose an appropriate time for communicating

  NOTE: Interruptions can seriously damage the outcome of discussions. Always try to select a time when the other person will be most receptive to you. Do not bring up topics when the other person is emotional, tired, or has received bad news.

  EXAMPLES: If the other person is a "morning" person, schedule your talk for that time

  Do not ask for a raise when your supervisor has just received bad news or has a crisis to deal with

- Indicate your honest wish to talk
- Maintain a pleasant tone of voice
- Avoid critical or sarcastic remarks
- Use questions wisely

  EXAMPLES: To help establish common interest; to see if the listener understands what is being said

  NOTE: The latter type of questioning promotes feedback.

- Use open-ended questions when possible

  NOTE: This will require the person to give more than just a "yes" or "no" answer

  EXAMPLE: "What do you like best about school?" (instead of "Do you like school?") The person answering might say, "I don't like school much, but I do like the chance to improve myself through involvement in athletics and the Drama Club."

- Avoid words that may have multiple meanings

  EXAMPLES: "That was cool" may mean lukewarm to someone over fifty but excellent to someone who is twenty.

- Practice face-to-face communication

  NOTE: This is preferred so that nonverbal cues can be observed.

- Observe nonverbal cues

  NOTE: Approximately 65 percent of communication is nonverbal.

- Use proper listening techniques
- Provide for feedback

OBJECTIVE 7

Identify nonverbal signs of positive and negative communication. (Activity Sheet 1, Assignment Sheet 1, and Transparency 4 and 5)

NOTE: Nonverbal communication or "body language" differs among nationalities and cultures and among social classes.

POSITIVE SIGNS

- Open palm, hands away from body, palms up, arms swinging freely
- Head held high, shoulders upright
- Relaxed, alert manner of sitting or standing
- Smile, pleasant expression

  NOTE: Eye contact should be frequent but not total. Staring is perceived as threatening.

NEGATIVE SIGNS

- Clenched fist, closed body, crossed arms
- Drooping head and shoulders
- Frowning, raised eyebrows, clenched teeth
- Nail biting, pulling at hair or clothing

NOTE: Nailbiting and pulling at hair are perceived as nervousness or fear.

OBJECTIVE 8

List ways to listen more effectively. (Transparency 6 and Activity Sheet 2)

NOTE: Most people feel they are good listeners, but we remember only approximately 20 percent of what we hear. Active listening is a skill which may be acquired by using certain techniques.

- Prepare to listen

  a. Physically—Eliminate distractions

  EXAMPLES: Background noise, seating arrangement, interruptions

  b. Mentally—Find out about topic beforehand

- Develop interest—Focus on some aspect of the topic that relates to your life

- Concentrate—Listen for relevant and irrelevant information

  EXAMPLE: Your supervisor is discussing company layoffs and states that sales have dropped 50 percent. This reminds her of her early career days, when times were tough and "people lined up for blocks to apply for any job that came up." In this example, a sales drop of 50 percent is relevant, her early career days are irrelevant

- Have an open mind

  NOTE: Try to control your emotions, as they affect how you interpret what you are hearing. Overcome prejudice and bias. Do not let slang, accent, fast or slow speaking, or your impression of the speaker's status affect your listening. People often automatically tune out people they dislike or perceive as inferior to themselves.

- Make a mental note of each major point said and speaker's examples

  NOTE: Avoid jumping to conclusions or letting your mind wander. You may feel you are listening but really are only thinking of how you will reply after the speaker finishes talking.

- Listen for what the speaker is and is **not** saying

  NOTE: Body language, speaker's manner, and tone of voice may conflict with what the speaker is saying. Conversely, "loaded language" may be aimed at provoking emotional reactions.

  EXAMPLE: The drug menace in our community

- Be empathetic

  NOTE: Try to understand the speaker's point of view.

- Remember names

  NOTE: Repeating a person's name aloud often helps you remember it. Recalling names of people is very important in many jobs, especially those which require frequent contact with the public.

- Rephrase key statements in your mind and review what is being said

- Recognize both main points and details that are important

OBJECTIVE 9 **Describe how to give directions properly in a work situation.**

VERBAL DIRECTIONS

NOTE: Always explain the reasons that something is to be done when giving directions or orders, to avoid misunderstanding or resistance.

- Be sure the person understands:

  a. Why it is to be done

  b. What is to be done

  c. Where it is to be done

  d. When it is to be done

- State the directions clearly and simply

- When possible, decide who is best qualified for the task before assigning it

WRITTEN DIRECTIONS

- Be sure your written directions are:

  a. Complete

  b. Concise

  c. Clear

  d. Correct

  e. Courteous

  NOTE: Always write at a level the reader will understand. A new employee or co-worker may need more explanation than one who is experienced at the job, who will understand more technical terms.

OBJECTIVE 10 **Describe how to follow directions properly in a work situation.**

- Never begin a task until you have heard (or read) **all** of the directions

- Be sure you understand the directions

  NOTE: If you receive verbal directions, restate them to the speaker to ensure that you understand him or her correctly.

- Ask for assistance or clarification if needed

  NOTE: It is better to ask for assistance than to do something incorrectly. This not only causes extra time needed to do the task over, but may unnecessarily cost your business in either equipment and supplies, goods, or money.

OBJECTIVE 11 **Select from a list ways of using the telephone correctly.**

NOTE: During a private telephone call, you represent only yourself. On a company telephone, you represent your entire company.

WHEN ANSWERING A CALL

- Answer promptly

  NOTE: This gives the impression of an efficient business which cares about its customers.

60i

- Use a pleasant voice
- Identify yourself

  NOTE: Ask your supervisor for the preferred way to answer the telephone at your place of employment.

  EXAMPLE: "Accounting Department, this is Jim."

  "Williams Department Store, this is Julie, may I help you?"

  "This is Steve Hudson."

- Speak distinctly into the receiver, holding it about an inch from your mouth
- Use the caller's name often
- Be friendly

  a. Say, "May I ask who is calling, please?" if caller does not identify self

  b. Ask "Will you hold or shall I call you back?" when you must leave the line to get information

  c. Check back frequently to assure the caller that he or she has not been forgotten

  d. Courteously resume the call

  EXAMPLE: "Ms. Chavez? Thank you for waiting."

- Avoid giving definite information to strangers

  NOTE: Revealing to a stranger that someone is out of town for a week could result in their home or business being robbed.

- Apologize for errors or delays
- Use correct method when leaving telephone unattended

  a. Press the hold button to cut out noise

  b. Lay the receiver flat if the telephone does not have a hold button

  c. Lay the receiver of a wall telephone on the desk

- Tell the caller why a call is being transferred

  EXAMPLE: "Let me transfer you to extension 263, the sales department. They will be able to answer your questions."

- Mention the number to which a transfer is being made in case the call is disconnected

WHEN PLACING A CALL

- Plan your conversation before calling

  NOTE: Have any information you may need close by in case you need to refer to it.

- Let the phone ring about 10 times or one minute before you hang up
- When the phone is answered, state your name, the business you represent, and the reason for the call

  EXAMPLE: "Hello, this is Lisa McConnell from Edwards Department Store Number Three. I need to speak with someone in your hardware department concerning the 510-EH lawnmower."

- Remember time zone differences when placing your call
- State, "This is long distance," if you are calling directly

  NOTE: This will notify the person who answers not to keep you waiting very long. If you get a wrong number when dialling long distance, hang up immediately and call the operator so your business will not be charged for the call.

- When you have completed the call, thank the other party for his or her assistance and hang up quietly

OBJECTIVE 12 **Select from a list guidelines for preparing a successful speech.**

- Choose an idea that is interesting to the audience
- Choose an idea that is striking, different, or unusual
- Choose information that is current and timely
- List information in logical order

NOTE: Be sure you understand the information before trying to present it.

- Phrase speech so that it is clear to your audience

  NOTE: Explain any terms the audience may not understand.

- Practice your speech

OBJECTIVE 13 **Match principal parts of an outline to their correct descriptions.**

1. Introduction—Beginning of speech, should attract and motivate audience
   a. Should get audience's attention
   b. Should state purpose of speech
   c. Should relate the importance of topic to the audience
   d. Should preview the main points to be covered
2. Body—Central theme of speech; carries main ideas
   a Consists of main points, their subdivisions, and supporting detail
   b. Should develop fully the theme of your presentation
3. Conclusion—End of speech; drives home central message of speech
   a. Reviews or summarizes main points of speech
   b. May ask for action

OBJECTIVE 14 **State ways to make a good impression when giving a speech.**

- Be neatly groomed
- Be prepared

  NOTE: Practice your speech until you can give it smoothly. Recognize that some nervousness is normal.

- Maintain eye contact
- Be enthusiastic and confident

- Speak clearly and in a pleasant tone of voice

  NOTE: Many speakers try to anticipate questions the audience might be likely to ask so they will be able to answer those questions. Since you cannot anticipate everything the audience might ask, be sure you understand the question. If you do not know the answer, say "I do not know, but I will find that information for you."

OBJECTIVE 15 **Match terms associated with business writing to their correct definitions.**

- **Body**—All material between the salutation and the complimentary close; the message
- **Complimentary close**—"Good-bye" of the letter
- **Date line**—Month, day of month, and year
- **Edit**—To correct small, mechanical errors including typographical errors, grammatical errors, word usage, spelling, and punctuation
- **Final draft copy**—Last written copy of a piece of writing, following revision and editing
- **Formal report**—Process of presenting business information and data in report form
- **Indent**—To space in from left margin

  NOTE: Items are usually indented five spaces.
- **Inside address**—Name, address, and company of the person to whom the letter is written
- **Letterhead**—Firm's name, address, telephone number, and/or symbol to identify the nature of the firm's business; usually appears at top of stationery
- **Memorandum (memo)**—Written exchange of ideas between individuals, departments, or branches of one organization
- **Outline**—A framework which shows the principal parts, or ideas, of an intended piece of writing
- **Reasons**—Details explaining a fact or opinion
- **Reference notation**—Used to identify the typist and the one who signs the letter

- **Revise**—To make corrections in the content and/or the arrangement of a letter, memorandum, report, or other written material
- **Rough draft**—First written copy of a piece of writing
- **Salutation**—Opening greeting of the letter
- **Signer's identification line**—Typed name and title of the person who signs the letter
- **Transition**—Word, phrase, or sentence that connects ideas between sentences or paragraphs

OBJECTIVE 16 **List the basic elements of a business letter.** (Transparency 7)

- Heading—Consists of letterhead and date on which the letter will be sent

  NOTE: Most businesses have their own name, address, and telephone number printed on their own stationery.
- Inside address
- Salutation
- Body
- Complimentary Close
- Signature
- Reference line

OBJECTIVE 17 **Select from a list guidelines for writing the date, inside address, and salutation.** (Supplement 1)

DATE

Write out month and use numerals for day and year

EXAMPLE: February 10, 19

Do not use abbreviations after day of month

EXAMPLES: st, nd, rd, th, 1st, 2nd, 3rd

INSIDE ADDRESS

Should always be typed in three or four lines

Should not contain the abbreviations of streets, cities, or counties

May include the two-letter abbreviation of the state as authorized by the U.S. Postal Service

NOTE: These abbreviations are in all capitals and without periods. Most post offices prefer this type of abbreviation. It is also acceptable to spell out the state.

MUST include the ZIP code on the last line of the address, following the city and state

SALUTATION

Traditionally, use "Dear" followed by reader's courtesy title and last name, followed by a colon

EXAMPLE: Dear Dr. Covey:

If you know your reader fairly well, use "Dear" followed by first name

If you do not know the reader's name or title, address the letter to an appropriate department or identify the subject in a "subject line" and do not use a salutation

EXAMPLES: 1) Hoffman's Fine Furniture
3202 S. Shields
Oklahoma City, OK 73110
Attention: Customer Service Department

2) Hoffman's Fine Furniture
3202 S. Shields
Oklahoma City, OK 73110
Subject: Damaged Dining Table

If addressing the letter to a group, use the following

a. Ladies and Gentlemen

b. Gentlemen (if all readers are male)

c. Ladies (if all readers are female)

NOTE: The salutation could also be more general, or more tailored to your readers.

EXAMPLES: Dear VICA member, Dear automobile owner

OBJECTIVE 18

Select from a list guidelines for writing the body of a letter.
Will generally be three or four paragraphs; the first paragraph introduces the subject of the letter and the second and/or third paragraph contains the message

Third and/or fourth paragraph concludes the letter

Should be clear and concise

Should have a positive, courteous tone

Should be tailored to reader's interest or viewpoint

OBJECTIVE 19

Select from a list guidelines for writing the complimentary close, signature, and reference line.

- COMPLIMENTARY CLOSE
  - Begins after last line of the body of the letter
  - Only first word is capitalized, and phrase is followed with a comma

  NOTE: Traditional closing phrases are interchangeable today. In the past, some were considered more formal than others.

  EXAMPLES: Sincerely, Sincerely yours, Yours very truly, Cordially, Respectfully yours

- SIGNATURE
  - Should contain writer's full name and business title
  - Should appear signed in ink above typewritten name

  EXAMPLE: Sincerely,

  Steven Chapman
  Executive Director

  NOTE: Most organizations prefer that the business title be listed below the name. Some also prefer that the department of the person sending the letter be listed also.

- REFERENCE LINE
  - Identifies person who is sending the letter and person who typed the letter (if not the writer)

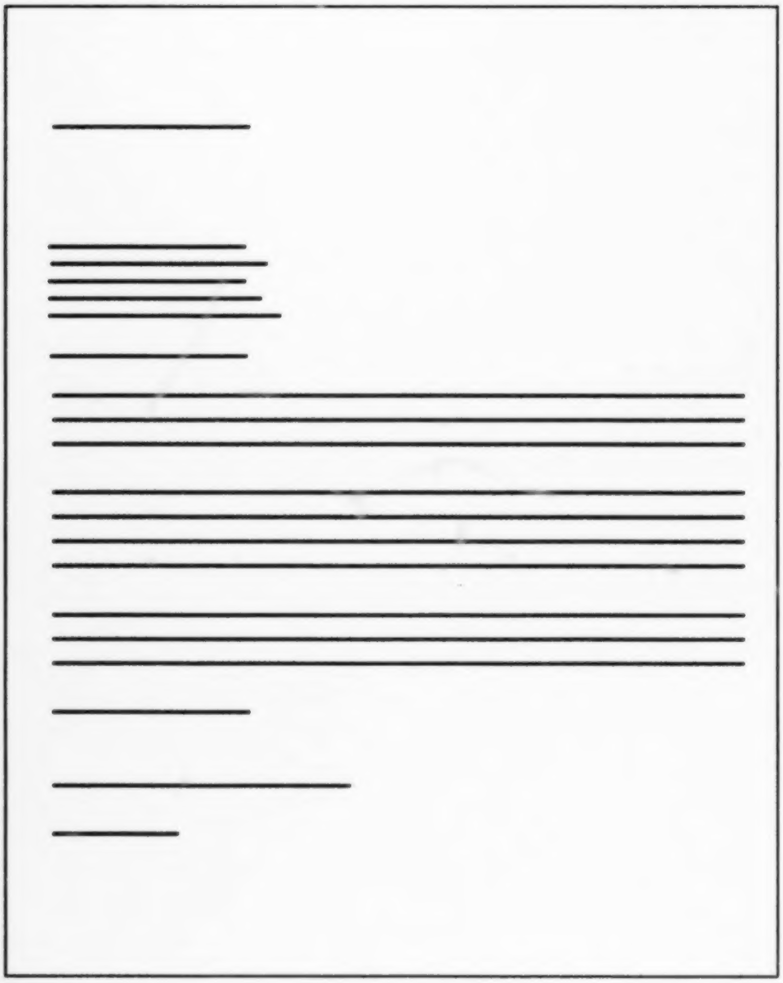
- Person's initials (who is sending the letter) are always listed first and capitalized; the typist's initials are lowercase

  EXAMPLE: JH/stl
  JH is person sending letter, stl is typist

OBJECTIVE 20 **Name the three basic styles of business letters.**
(Supplement 2)

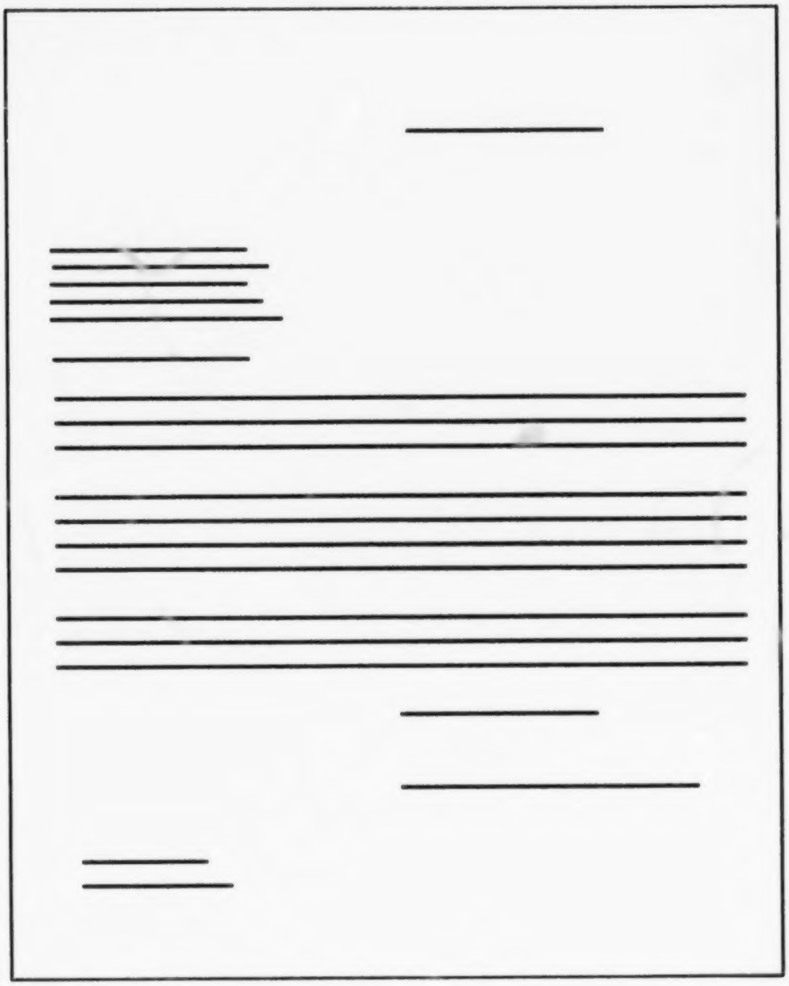
Full-block

EXAMPLE:



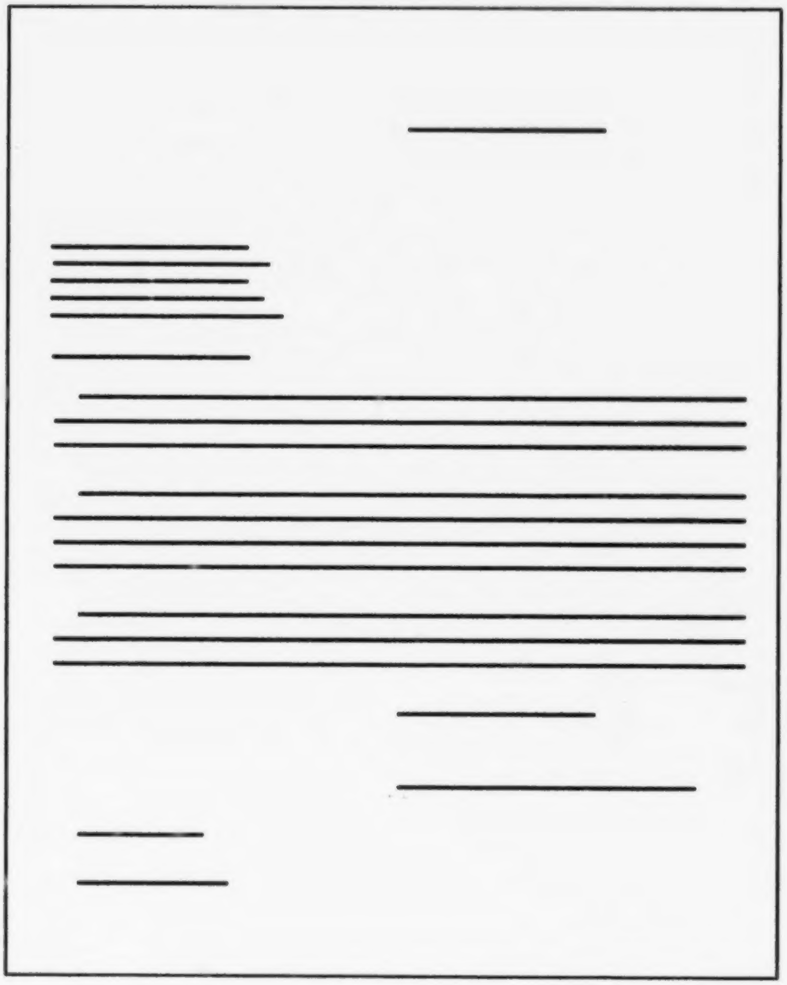
Modified-block

EXAMPLE:



Modified-block with paragraph indentions

EXAMPLE:



611

OBJECTIVE 21

Select from a list statements about how to address an envelope. (Supplement 1)

Display the same address that appears on the inside address of the letter

Address in single spacing, regardless of the number of lines required

NOTE: The U.S. Postal Service recommends that the address be typed using all capital letters or written using only black ink. This aids the Postal Service since they are using more electronic scanners to handle mail.

Always include the ZIP code

Do not list symbols or abbreviations unless they are required in specific instances

NOTE: State abbreviations authorized by the U.S. Postal Service may be used. See Supplement 1.

Display special references of a personal, confidential, or routine nature, a triple space below the return address, and three spaces from the left edge of the envelope

Display special service notations below the stamp and at least three lines above the address

EXAMPLES: Special Delivery, Special Handling, Airmail

Always include the sender's address in the upper left corner of envelope

OBJECTIVE 22

Describe the basic structure of a memorandum. (Supplement 2)

FOUR-PART HEADING

NOTE: The four-part heading should identify the reason for the memo as accurately and concisely as possible.

1. To: (the name of the person(s) or department to whom the memo is written)
2. From: (the sender's name)
3. Date: (month, day, and year)

4. Subject: (topic of message)

NOTE: The memo will also have a logo or brief letterhead at the top, and some have a "Copies" or "CC" heading also. Observe your organization's preferred style for writing memos.

EXAMPLE:

MEMORANDUM
CURRICULUM AND EDUCATIONAL
WORK CENTER

TO: Charlene McDonald
FROM: Margaret Truce
DATE: January 2, 1990
RE: Terri Nesmeth writing a newsletter for CEWC

BODY OF MEMO

Most memos consist of the following:

a. Purpose statement—should convey to reader why you are giving him or her this information and what you want the memo to accomplish

   EXAMPLES: To request, to approve

b. Summary—should state the main points of the memo

c. Discussion—should state the detailed, technical information; should begin with a background paragraph

d. Action—states what writer will do about a problem, or recommends who is to do what, and when

NOTE: Most writers put their initials after their typed names or add their signature at the end of the memo.

OBJECTIVE 23 **Match the three parts of a formal report to their correct descriptions.** (Supplement 3 through 5)

Preliminaries—Items that establish a clear understanding of the message

Body—Specific details of the study's introduction, discussion, conclusions, and recommendations

Supplements—Materials that identify the origins of pertinent information and provide exhibits which are too cumbersome for inclusion elsewhere in the report

OBJECTIVE 24 **Select from a list statements about a formal report.** (Supplements 3 through 5)

NOTE: These steps may be shortened for informal reports.

PRELIMINARIES

1. Cover or binder—Displays the report title and the author's name

2. Flyleaves—One blank sheet at the front and another blank sheet at the back of the report

NOTE: Flyleaves help protect the other pages and provide room for reader comments or notes.

3. Title page
    a. Shows the full name of the report
    b. Identifies the principal reader as well as the author
    c. Shows date report is submitted
4. Table of contents
    a. Occupies a page by itself
    b. Shows chapter or section titles, headings, and subheadings
5. List of tables or illustrations (figures)
    a. Occupies a page by itself
    b. Shows the visual aids that the report contains
    c. Displays roman numerals for tables
    d. Displays arabic numerals for figures, including charts and graphs

    NOTE: The list of tables should precede the list of figures.
6. Synopsis—Summary of the purpose and results of the study; should immediately precede the body of the report

    NOTE: A synopsis is sometimes referred to as an abstract.

BODY

1. Introduction—States the purpose, scope, limitations, and justification of the study
2. Discussion—States the findings of the study
3. Conclusion—Logical "summing up" which states results of study
4. Recommendations—States how the conclusions should be used

SUPPLEMENTS

1. Bibliography—List of books, publications, or other sources used for the report
2. Appendix—Contains table of contents, tables, figures, and exhibits

   NOTE: Additional information or information too lengthy to go in the body of the report is included in the appendix.
3. Index—Helps the reader find specific data quickly; lists the names and page numbers of major and minor items

TWO-LETTER STATE ABBREVIATIONS

Ala[illegible]	AL
Alaska	AK
Arizona	AZ
Arkansas	AR
California	CA
Colorado	CO
Connecticut	CT
Delaware	DE
District of Columbia	DC
Florida	FL
Georgia	GA
Guam	GU
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Iowa	IA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN
Mississipi	MS
Missouri	MO
Montana	MT
Nebraska	NB
Nevada	NV
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Ohio	OH
Oklahoma	OK
Oregon	OR
Pennsylvania	PA
Puerto Rico	PR
Rhode Island	RI
South Carolina	SC
South Dakota	SD
Tennessee	TN
Texas	TX
Utah	UT
Vermont	VT
Virginia	VA
Virgin Islands	VI
Washington	WA
West Virginia	WV
Wisconsin	WI
Wyoming	WY

TRANSITIONAL EXPRESSIONS

as a result
at the same time
for example
for instance
in addition
in fact
in other words
in conclusion
on the other hand
on the contrary
that is
also
anyhow
besides
first, second, third

furthermore
hence
however
indeed
instead
likewise
meanwhile
nevertheless
otherwise
still
then
therefore
thus
while

FORMAL REPORT: TITLE PAGE

AMERICAN SALES POTENTIAL AND AGENCY AFFILIATIONS OF GAS PRODUCTS CORPORATION

An Examination Report
Prepared for
F. W. Nelson, Sales Manager
GPC Central Office

by
Donna Couch, Engineer
Business Research, Inc.
July 2, 1978

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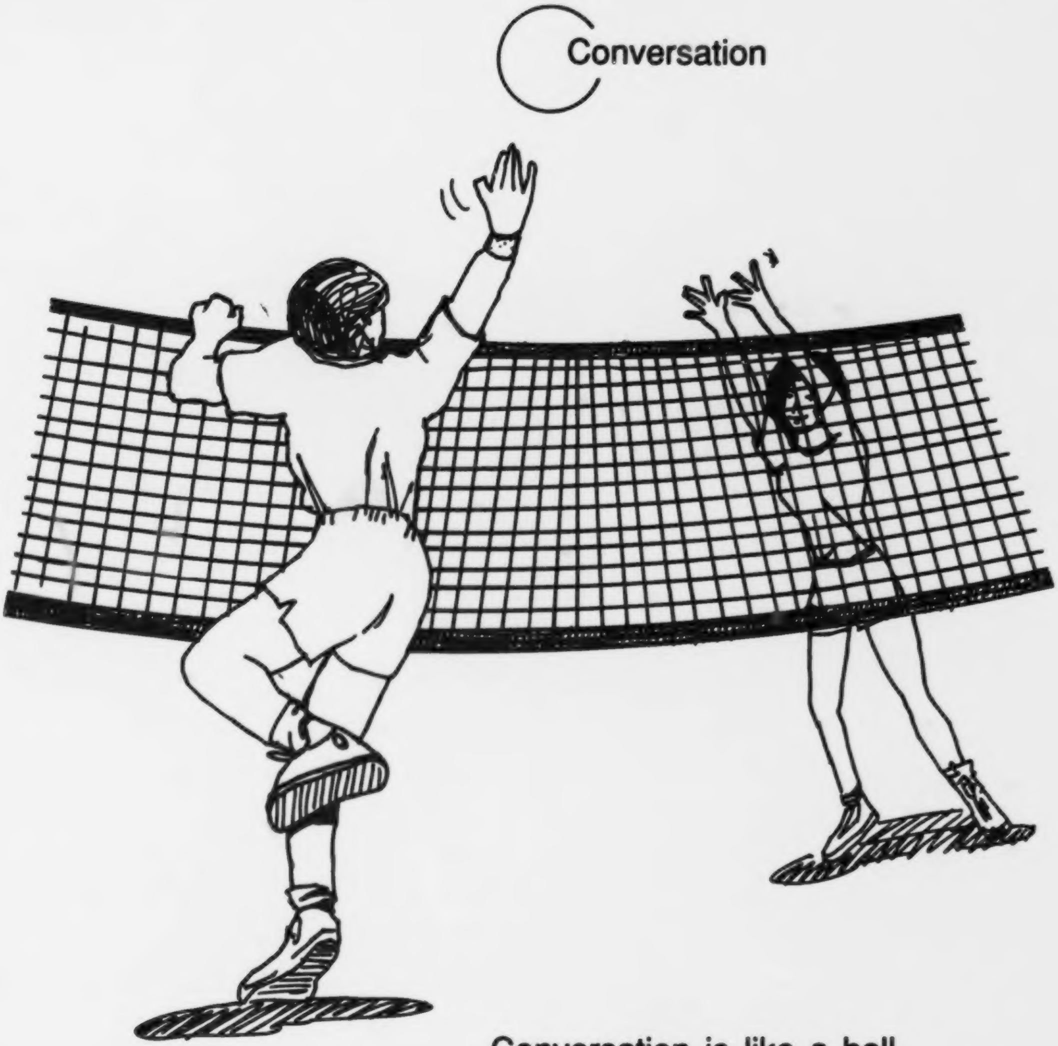
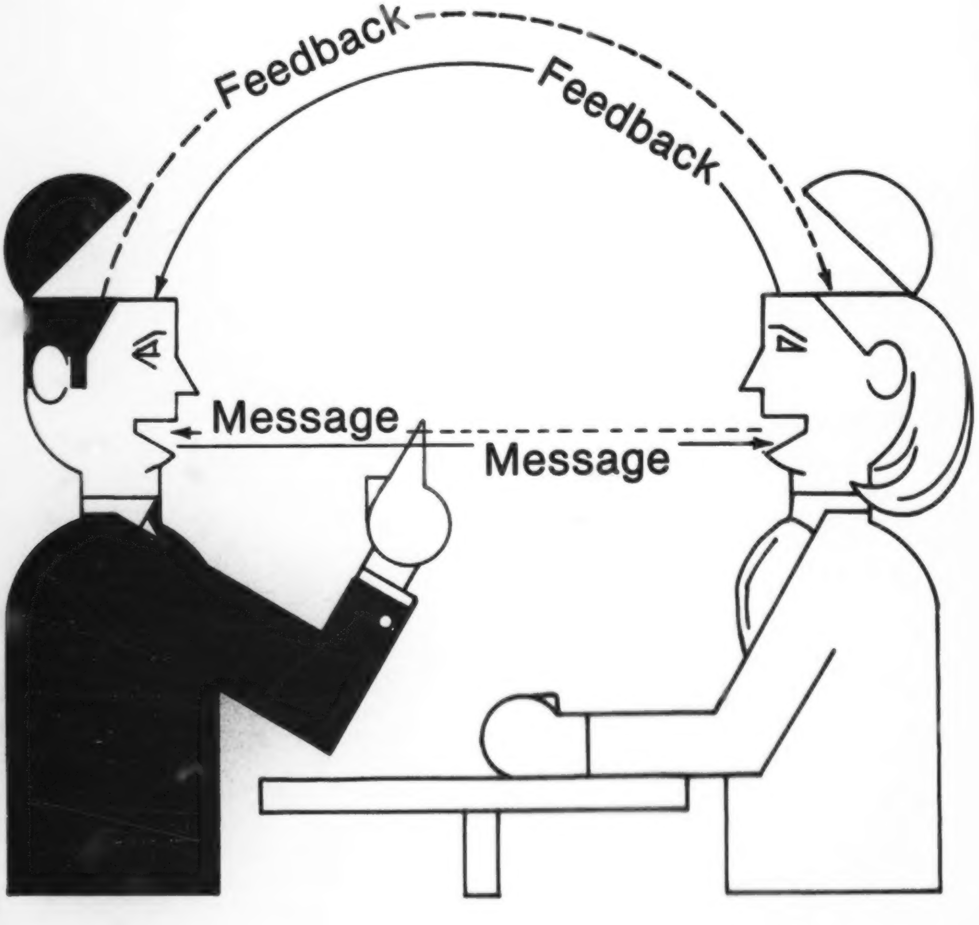
TM 1

Two-Way Conversation

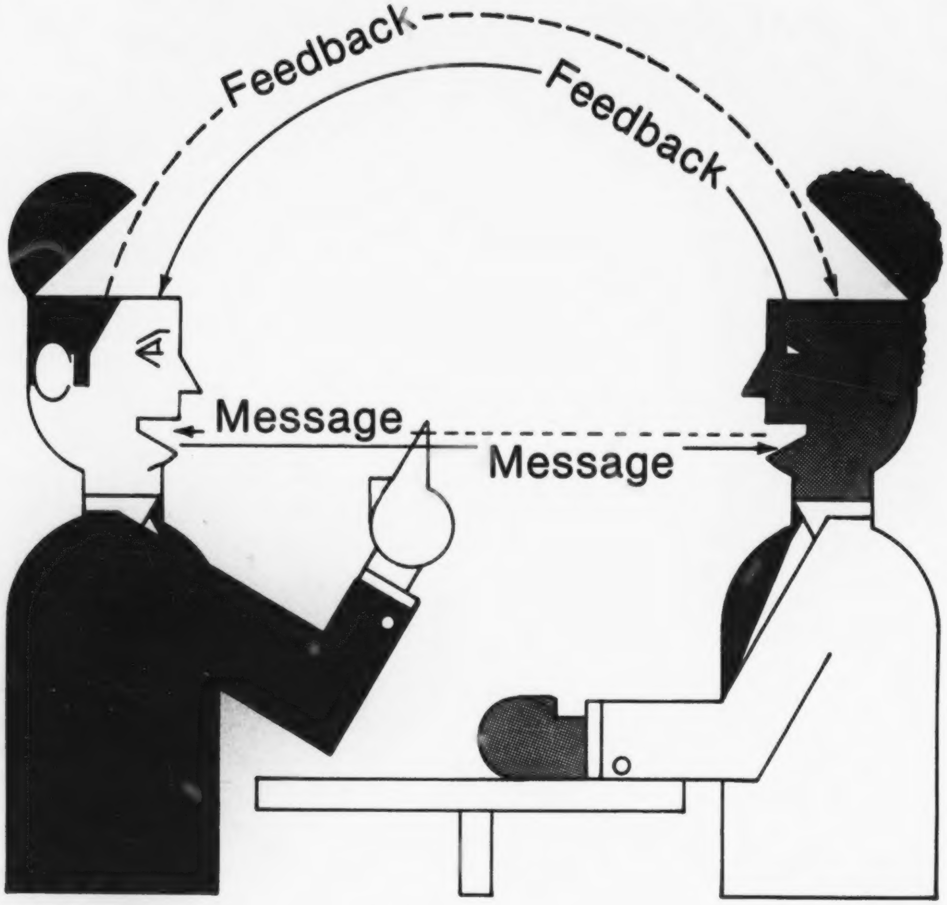

Conversation

Conversation is like a ball,
it must be tossed back and forth.

Feedback


Feedback
Feedback
Message
Message

Simple Communication

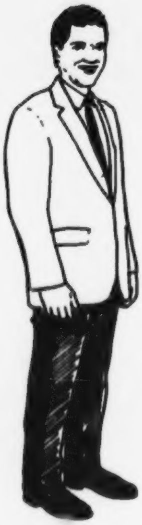

Feedback
Feedback
Message
Message

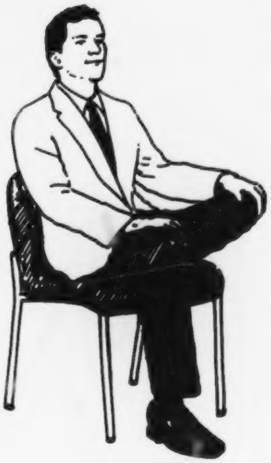
Sender (Speaker)

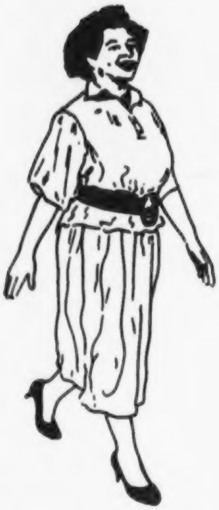
Receiver (Listener)

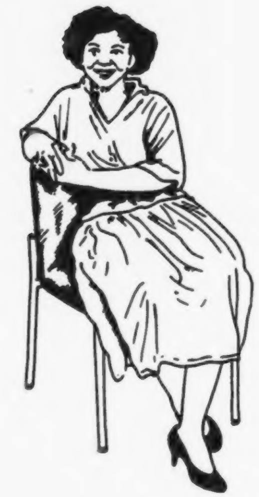
TM 4

Body Language (Positive)

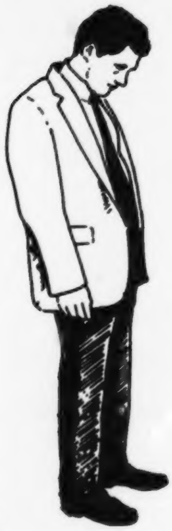


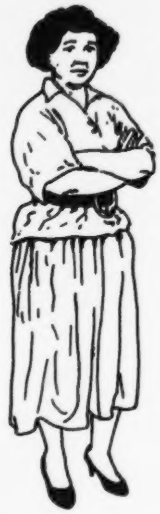


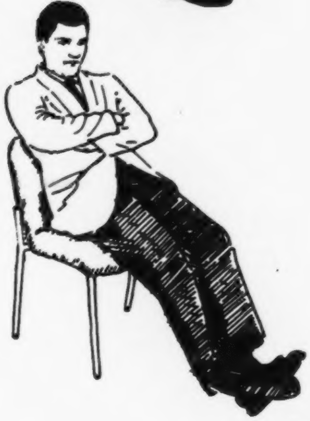


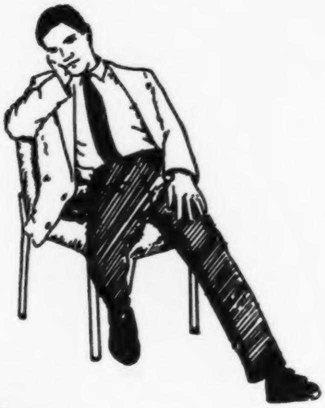


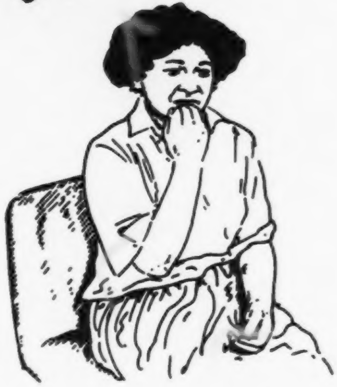
Body Language (Negative)





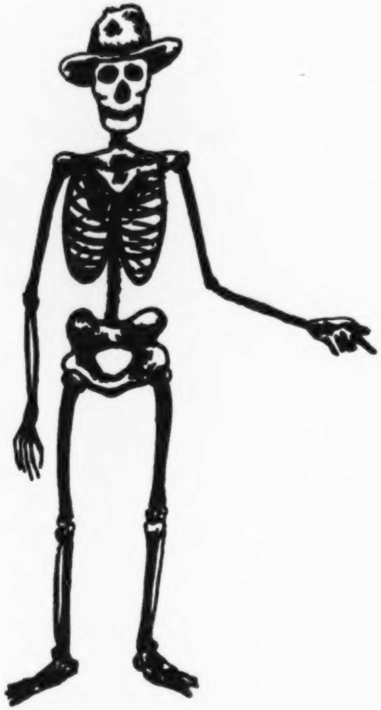




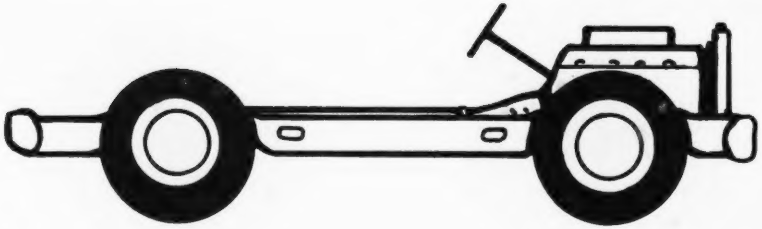


What is an Outline ?

A SKELETON



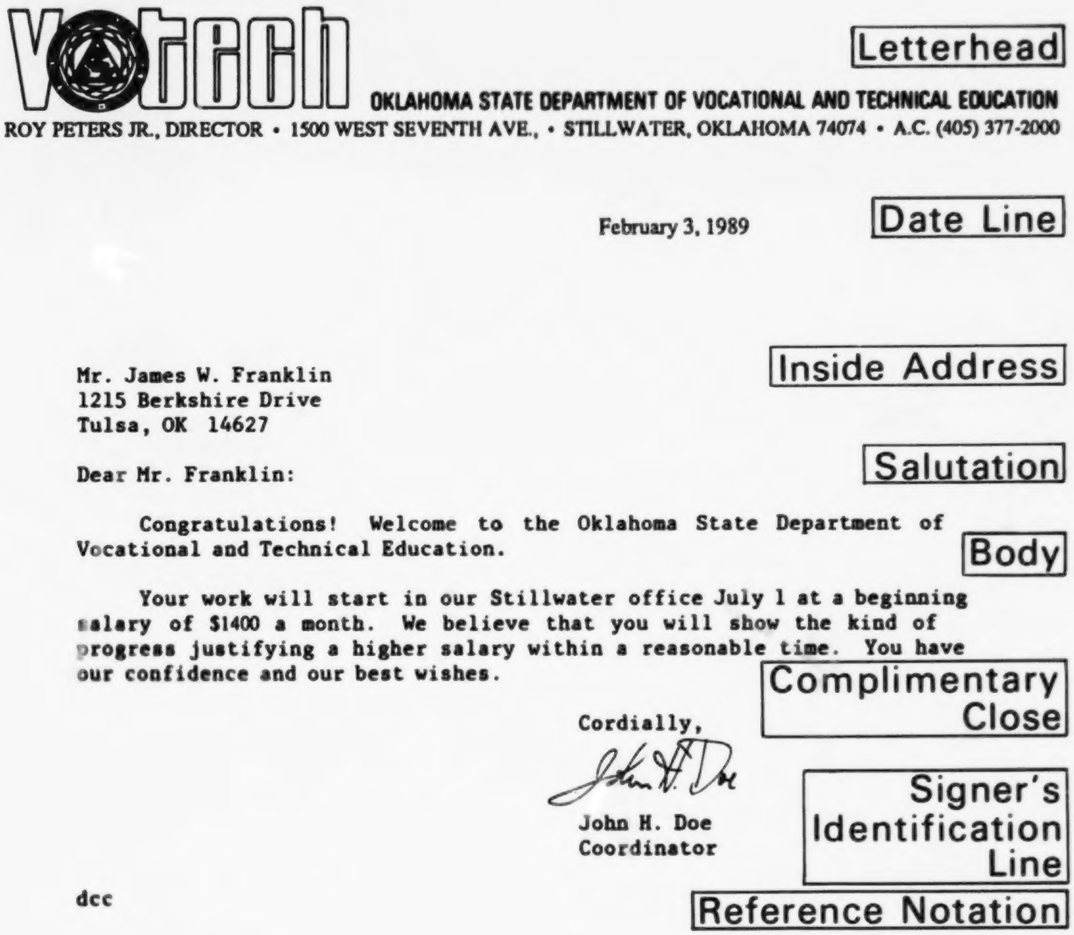
OR A FRAME



An outline forms the framework of a composition, essay, or speech.

TM 7

Basic Parts of a Business Letter



Votech
OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
ROY PETERS JR., DIRECTOR • 1500 WEST SEVENTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

February 3, 1989

Mr. James W. Franklin
1215 Berkshire Drive
Tulsa, OK 14627

Dear Mr. Franklin:

Congratulations! Welcome to the Oklahoma State Department of Vocational and Technical Education.

Your work will start in our Stillwater office July 1 at a beginning salary of $1400 a month. We believe that you will show the kind of progress justifying a higher salary within a reasonable time. You have our confidence and our best wishes.

Cordially,

John H. Doe

John H. Doe
Coordinator

dcc

Letterhead
Date Line
Inside Address
Salutation
Body
Complimentary Close
Signer's Identification Line
Reference Notation

Evaluate use of nonverbal communication skills.

NAME ______________________________ SCORE ______

Approximately 65 percent of a communicated message is transferred nonverbally. To fully understand someone's meaning requires paying as much attention to the person speaking as to the words being spoken. Voice tones, facial gestures, and body language communicate more than the words do.

PART I

Observe nonverbal communication in a group of persons. You may want to attend a meeting, go to a shopping mall, or simply observe your classmates. List nonverbal communication skills (both good and bad) that you observe.

____

____

____

____

____

____

____

____

PART II

A. Did the techniques you observed improve or detract from effective communication?____________

Why or why not?______________________________

____

____

____

____

B. What nonverbal communication techniques do you frequently use?

C. In what areas do you need to improve?

D. List ways in which you can improve your nonverbal communication skills.

ACTIVITY SHEET 2

DEVELOP BASIC COMMUNICATION SKILLS

VIII

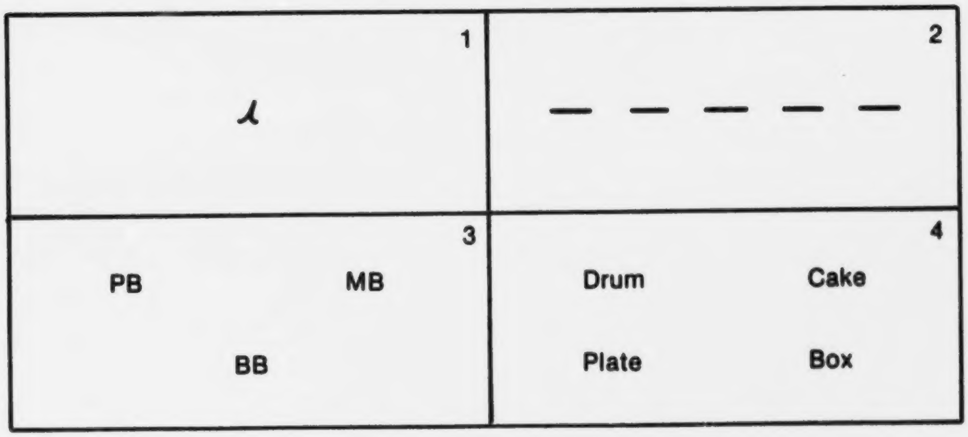
Practice listening skills.

NAME ______________________________ SCORE _______

The following exercise is designed to help you become a more active listener. Active listening requires concentration and mental participation. Listen closely to your instructor.

PART I

Use the diagram below to respond to your instructor's directions. Notice that the boxes are numbered.



PART II

After discussing the answers in class, answer the following questions. Write your answers in the spaces provided.

A. Why did you respond incorrectly? ______________________

B. What lesson does your response teach you about becoming a better communicator? ______________________

C. Does this exercise prove that directions may be unclear? ____ How? ______________________

____

D. Do you feel you would have done better if you had asked your instructor to clarify any part of the message?______________

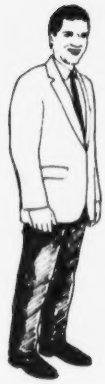
OBJECTIVE 7

Identify nonverbal signs of positive and negative communication.

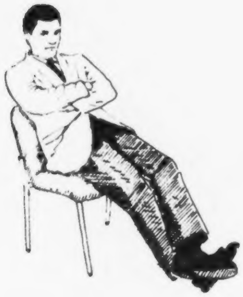
NAME ______________________________ SCORE ________

Nonverbal communication or "body language" is often overlooked as an important means of communication. Often, a person's body language is a more accurate indication of his or her true feelings (and may contradict what is being said). While nonverbal communication should not be relied upon as a sole indicator of someone's feelings, it is important to be able to detect nonverbal signs of positive and negative behavior.

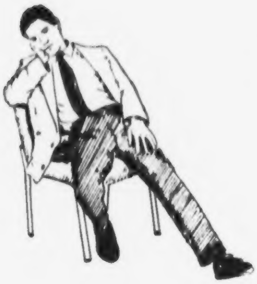
Study the following illustrations. Write a "P" in the corresponding blanks for nonverbal signs of positive behavior and an "N" in the blanks for nonverbal signs of negative behavior.



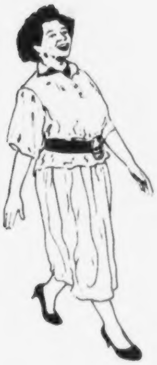
a. ____________



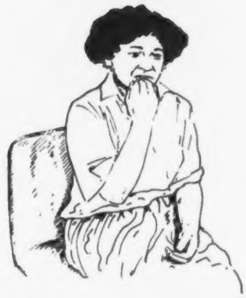
b. ____________



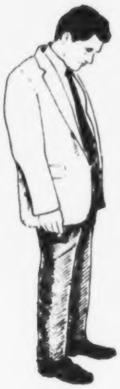
c.______________



d. ______________



e.______________



f.______________

OBJECTIVE 25

Practice listening skills to follow directions.

NAME ______________________________ SCORE _______

Listening is a critical part of effective communication. In order to be sure you understand what the speaker is trying to get across, it is important to listen and think about what the speaker is saying, instead of planning your response. Listening skills are important on the job. Employees who do not listen effectively may misunderstand what their supervisor wants them to do and cost their employer extra time and money.

Take the following listening test to evaluate your listening techniques and how well you follow directions. For questions one through nine, listen for directions from your instructor. Each question will be read **only once**. Write your answer in the blanks provided for each question. Some questions are nonsense, but are a good test of your listening ability.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____

Used with permission of Vocational-Technical Education Department, Oregon State University, a division of Vocational Education, Oregon Department of Education.

OBJECTIVE 26 **Follow written directions.**

NAME ______________________________ SCORE _______

Following instructions properly can save you frustration, time, and money; both on and off the job. The following exercise is designed to help you discover how well you follow written directions.

Your instructor will give you five minutes to complete the following assignment. Do not begin until your instructor tells you to do so. Then follow the directions below exactly. Write your answers on a separate sheet of paper.

1. Read all directions before doing anything.
2. On a sheet of notebook paper, write your name in the upper right corner.
3. Number from 1 to 10, leaving three blank lines between each number.
4. Draw five small triangles beside the number 1 on your paper.
5. Put an "X" in each triangle beside number 1.
6. Put a circle around the number 2 on your paper.
7. Count the number of pages in chapter 3 of any book you have with you now, and write the total beside number 3 on your paper.
8. Multiply your answer by your age at your next birthday.
9. Beside number 9, write the name of one U.S. president.
10. Beside number 4, write today's date.
11. Beside number 5, write the city and state you were born in.
12. Count the number of persons in the room and write the answer beside number 6.
13. Say "I have reached number 13, and I am following directions carefully."

14. Now that you have completed the reading, omit all directions except the first two.

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OBJECTIVE 27

Organize material for a one-minute speech.

NAME ______________________________ SCORE _______

The key to giving a successful speech or presentation is good preparation and delivery. Selecting a topic is often the hardest part of writing a speech. A topic that interests you will be easier for you to present to others.

For this assignment sheet, you will select a topic, gather information, and write a rough draft of your speech.

PART I—Select a topic

Choose a topic for a one-minute speech which interests you and which you already know something about, or on which you can easily find information.

Health, social, or political issues or a hobby or school activity are areas to consider.

EXAMPLES: Smoking in public places, AIDS awareness, the fitness craze, athletics, school projects

Write your speech topic in the space below.

____

PART II—Gather information

Possible reference material for a speech includes the following: your own books or magazines, trade and business publications, school and public libraries, various associations and nonprofit organizations, resource persons, newspapers, and county, state, or federal government agencies. The *Reader's Guide to Periodical Literature* is an index of magazine articles.

A. List possible reference sources you may use in preparing your speech below.

____

____

____

B. After you have gathered reference sources for your speech and read through them, you will need to record relevant information from those sources. Record your information on 3 x 5 cards and follow these guidelines:

- List the source, page number, and date of information you have recorded on each card

- Summarize the information in your own words

- Unless you want to use a direct quote, do not copy word-for-word from your source. If you do use a quote, mark it in quotation marks and list the author or source, so you will be able to include it in your speech

- It is better to take notes on something you are not sure you will use and discard it later than to try to remember where you saw it and look it up again.

PART III—Write an outline for your speech

Now that you have gathered the information for your speech, review your notes and make an outline of your speech, using the following format. Review Objective 13 in the Information Sheet. Have your instructor evaluate your work before you begin Part IV.

TITLE

I. INTRODUCTION

II. BODY

A. First main point

1. Subpoint 1

2. Subpoint 2

B. Second main point

1. Subpoint 1

2. Subpoint 2

III. CONCLUSION

____

____

PART IV—Write a one-minute speech

Based on the outline in Part III, write the final draft of your one-minute speech. Be sure the introduction, body, and conclusion flow together. Check to see that the speech will be clear to your audience. Write your final draft on separate paper.

NOTE: After you have studied your speech, you may want to transfer the main points of your speech (or the outline) to index cards to use when you give the speech.

OBJECTIVE 28

Give a one-minute speech.

NAME ______________________________ SCORE _______

Now that you have written your final draft, practice your speech until you are familiar with it. (Rehearsing in front of the mirror is a good way to practice the use of facial expressions and gestures also). You may want to tape your speech and play it back, to see how you sound.

Before giving your speech, review the guidelines listed in Objective 14 of the Information Sheet. Check with your instructor for the proper time to give your speech.

ASSIGNMENT SHEET 6

DEVELOP BASIC COMMUNICATION SKILLS

VIII

OBJECTIVE 29

Write a business letter.

NAME ______________________________ SCORE ______

Letters are am important part of business communication. They are often considered legal records (as are memorandums, reports, office logbooks, and other materials). It is important that business letters always be clear, concise, and to the point. They must supply the reader with all information he or she will need. To be effective, they must have a courteous tone.

Following are two situations. Choose one of them and write an appropriate business letter. Refer to Objectives 16-20 in the Information Sheet and Transparency 7 for guidelines. Choose either full-block, modified-block, or modified-block with paragraph indentions for your letter style. Write your letter on a separate sheet of paper. Hand in your letter to your instructor for evaluation.

A. Your name is Evelyn Efficient and you work in the customer service department of the Elmwood Bookstore. The address is 531 N. 21st St., Anytown, OH 63041. Write a letter to Dr. Richard Fortenberry, Department of Sociology, The Excellent University, Youngstown, OH 63047. Tell Mr. Fortenberry that the book he ordered, *Through the Space Age and Beyond*, has been delayed because your employee forgot to place the order, and now the book has been ordered but will be delayed by the publisher. (Mr. Fortenberry has been waiting five months for the book). Offer some type of alternative to Mr. Fortenberry so that you will not lose him as a customer.

B. Use your own name and address (or make up one). Write a letter to a votech school, college, or university of your choice and ask for information on a particular program which you may enroll in. Find out the name and title of the person to receive the letter, as well as the correct department and mailing address. Include any pertinent information about yourself.

ASSIGNMENT SHEET 7

DEVELOP BASIC COMMUNICATION SKILLS

VIII

OBJECTIVE 30

Address an envelope for a business letter.

NAME ________________________________ SCORE _______

Envelopes should be addressed with the same care and attention to detail that goes into writing a business letter. Use the letter you wrote for Assignment Sheet 6 and address an envelope for your letter. Use the illustration below, or, if you know how to type, address an actual envelope. Hand in the completed envelope to your instructor.

OBJECTIVE 31 **Write a memorandum.**

NAME ______________________________ SCORE _______

Although a memorandum is much shorter than a business letter, it is just as important that a memo be written properly as a letter. Review Objective 22 in the Information Sheet on the basic structure of a memorandum. Then select one of the situations below and write a memorandum on a separate sheet of paper. Make up names and add any reasonable details. Hand in your completed memo to your instructor for evaluation.

A. You supervise the part-time concessions help at the local movie theater. Lately, two of your employees have been missing work on weekends when you have heard that there is a dance or big game at the high school. The two have done this without making arrangements for other employees to replace them at work.

   Write a memo to your staff telling them that they must arrange for a replacement during the times they miss work, and why not following this procedure causes a problem.

B. You supervise the clerical staff in a large division of an oil company. Your staff has a heavy workload and your supervisor expects to see results daily. Lately, you've noticed that several workers have been spending an undue amount of time visiting and taking cigarette breaks, and meanwhile the other staff members have not been helping answer the telephones. Today, an important executive informed you that the Atlantic Operation had complained several times that no one would answer the phone.

   You have two problems here—workers taking breaks and visiting too often, and other workers not covering the telephones. Select one or both problems and write a memorandum to your staff telling them why this is causing a problem and how to correct it.

ASSIGNMENT SHEET 1

a. P

b. N

c. N

d. P

e. N

f. N

ASSIGNMENT SHEET 2

1. Yes
2. Nail
3. No
4. 9
5. +
6. Nails
7. . .
8. No
9. (person's name)

ASSIGNMENT SHEET 3

Student's name in upper right corner should be only answer on page

ASSIGNMENT SHEET 4

The following are suggested criteria:

- Topic should be interesting to audience and timely, information should be current and logical, speech should be phrased so that it is clear and concise
- Reference source list should be appropriate for topic and up-to-date
- Index cards should list appropriate information, with summaries (not direct quotes) of main ideas (unless material is intended to be a direct quote); sources and dates of material is listed
- Outline format is correct and a) introduction attracts attention and motivates audience; b) body consists of main ideas, their subdivisions and supporting detail, and fully develops the theme; and c) conclusion summarizes main points of speech and drives home the central message

ASSIGNMENT SHEET 5

The following are suggested criteria:

Student was neatly groomed and was prepared, maintained eye contact with audience, was enthusiastic and confident, spoke clearly and in a pleasant tone of voice, answered questions (if any) appropriately

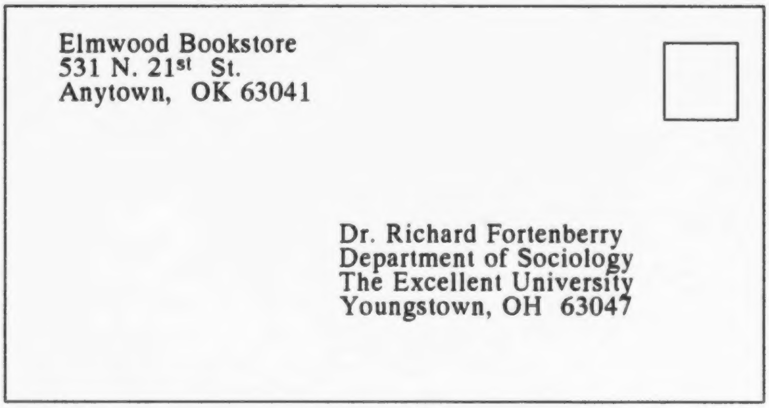
ASSIGNMENT SHEET 6

The following are suggested criteria for A and B:

Letter style chosen is used correctly; date, heading, inside address, salutation, body, complimentary close, signature, and reference line (if used) are correct. (Refer to Objectives 17-20 in the Information Sheet.) Letter is clear and concise, has a positive and courteous tone, and is tailored to the reader's interest or viewpoint.

ASSIGNMENT SHEET 7

A.



Elmwood Bookstore
531 N. 21st St.
Anytown, OK 63041

Dr. Richard Fortenberry
Department of Sociology
The Excellent University
Youngstown, OH 63047

B. The following are suggested criteria:

Addresses listed should match those in letter, receiver's address should include name, title, department, name of institution, street or post office box number, city, state, and zip code. Correct state abbreviation is used.

ASSIGNMENT SHEET 8

The following are suggested criteria for A and B:

Four-part heading is correct, body of memo contains purpose statement, summary, discussion, and suggested action (if appropriate); memo is dated and initialled correctly; is written clearly and concisely and has a polite tone' explains why the situation is a problem as well as offers a solution (but does not place blame on individuals).

NOTE: If students address both problems listed in item B, this memo should be somewhat longer than the others and should definitely contain a purpose statement, summary, discussion, and suggested action.

WRITTEN TEST

DEVELOP BASIC COMMUNICATION SKILLS

VIII

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with basic communication skills to their correct definitions. Write the correct letters in the blanks.

____ 1. Exchange of thoughts, feeling, and information by verbal and nonverbal messages

____ 2. Involving actions, facial expressions, and gestures but not words

____ 3. The communication or expression of thoughts in spoken words

____ 4. Evaluation returned by receiver of information to sender of information

____ 5. Technical language of a particular group

____ 6. Principles or beliefs; what persons believe is important, desirable, and worthwhile

____ 7. Involving words and not actions

____ 8. Regional variety of a language usually transmitted orally and differing distinctively from the standard language; variety of language whose identity is fixed by a factor other than geography, such as social class or educational level of users

____ 9. Local or regional dialect

____ 10. Receiving, processing, and evaluating both verbal and nonverbal messages from sender

a. Values
b. Speech
c. Opinions
d. Nonverbal
e. Dialect
f. Extrasensory perception
g. Colloquialism
h. Empathetic
i. Sympathetic
j. Communication
k. Jargon
l. Feedback
m. Listening
n. Slang
o. Listening
p. Speaking
q. Verbal

___11. Using verbal and nonverbal expression to send a message to a receiver for a particular purpose

___12. Sharing another's emotions and/or feelings

OBJECTIVE 2 **List the three purposes of communication.**

OBJECTIVE 3 **Name the two basic styles of communication.**

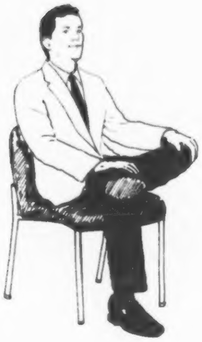
OBJECTIVE 4 **List five elements of communication.**

OBJECTIVE 5 **Discuss causes of communication problems.**

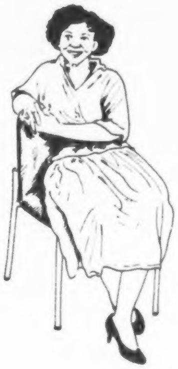
OBJECTIVE 6 **Select from a list ways to generally improve communication.**
Write an "X" in the blank before each correct answer.

____ 1. Use "you" messages rather than "I" messages
____ 2. Maintain an authoritative tone of voice
____ 3. Indicate your honest wish to talk
____ 4. Avoid critical or sarcastic remarks
____ 5. Choose an appropriate time for communicating
____ 6. Use "I" messages rather than "you" messages
____ 7. Ignore nonverbal cues
____ 8. Avoid words that may have multiple meanings
____ 9. Use questions wisely
___ 10. Observe nonverbal cues
___ 11. Use proper listening techniques
___ 12. Do not allow for feedback, except in serious discussions
___ 13. Maintain a pleasant tone of voice
___ 14. Do not look at person you are speaking to
___ 15. Use open-ended questions when possible

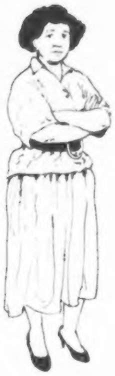
OBJECTIVE 7 **Identify nonverbal signs of positive and negative communication.** Write a "P" in the corresponding blanks for positive communication, and an "N" in the blanks for negative communication.



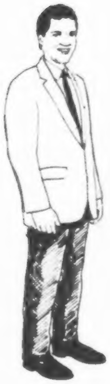
1.____________



2. ____________

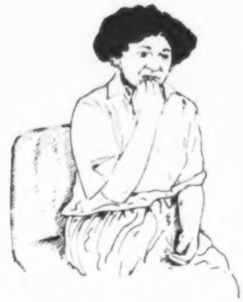


3.____________

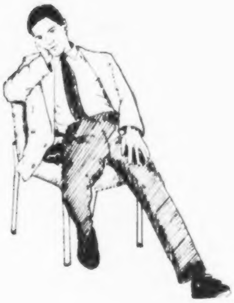


4. ____________

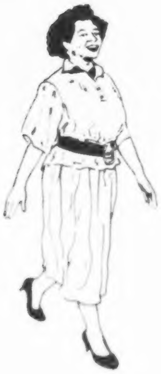
653



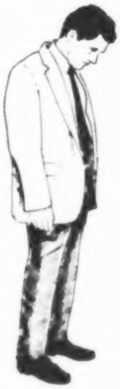
5. ______________



6. ______________



7. ______________



8. ______________

OBJECTIVE 8 **List ways to listen more effectively.**

____

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____

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____

OBJECTIVE 9 **Describe how to give directions properly in a work situation.**

VERBAL DIRECTIONS

____

____

____

____

WRITTEN DIRECTIONS

____

____

____

____

____

OBJECTIVE 10

Describe how to follow directions properly in a work situation.

____

____

____

____

OBJECTIVE 11

Select from a list ways of using the telephone correctly. Write an "X" in the blank before each correct answer.

WHEN ANSWERING A CALL

____ 1. Wait awhile to answer, so you will appear busy

____ 2. Speak distinctly into receiver, holding it about three inches from your mouth

____ 3. Identify yourself

____ 4. Use a pleasant voice

____ 5. Never apologize for errors or delays that are not your fault

____ 6. Use the caller's name often

____ 7. Ask, "Will you hold or do you want to hang up?" when you must leave the line to get information

____ 8. Say, "May I ask who is calling, please?" if the caller does not identify self

____ 9. Check back to assure caller that he or she has not been forgotten whenever you get around to it

___ 10. Give definite information to strangers

___ 11. Do not tell caller why a call is being transferred

___ 12. Mention the number to which a transfer is being made in case the call is disconnected

___ 13. Be friendly

___ 14. Use correct method when leaving telephone unattended

WHEN PLACING A CALL

____1. Plan your conversation after someone answers the phone

____2. Let the phone ring about 10 times or one minute before you hang up

____3. When the phone is answered, give the reason for the call but do not identify yourself

____4. Remember time zone differences when placing your call

____5. When calling directly, do not state if you are calling long distance

____6. When you have completed the call, thank the other party for his or her assistance and hang up quietly only if they really were helpful

OBJECTIVE 12

Select form a list guidelines for preparing a successful speech. Write an "X" in the blank before each correct answer.

____1. Choose an idea that is ordinary and familiar to the audience

____2. Choose an idea that is interesting to the audience

____3. Choose information that is historical, do not include timely information

____4. Give a "live" presentation (do not practice beforehand)

____5. List information in logical order

____6. Phrase speech so audience will have to think to figure out what you are saying

OBJECTIVE 13

Match principal parts of an outline to their correct descriptions. Write the correct letters in the blanks.

____ 1. End of speech; drives home central message of speech (reviews or summarizes main points of speech, may ask for action)

____ 2. Beginning of speech, should attract and motivate audience (should get audience's attention, should state purpose of speech, should relate the importance of topic to audience, and should preview the main points to be covered)

____ 3. Central theme of speech; carries main ideas (consists of main points, their subdivisions, and supporting detail, should develop fully the theme of your presentation)

a. Introduction

b. conclusion

c. Body

d. Appendix

e. Supplement

OBJECTIVE 14

State ways to make a good impression when giving a speech.

____

____

____

____

____

____

OBJECTIVE 15

Match terms associated with business writing to their correct definitions. Write the correct letters in the blanks.

____1. "Good-bye" of the letter

____2. Last written copy of a piece of writing, following revision and editing

____3. A framework which shows the principal parts, or ideas, of an intended piece of writing

____4. To space in from left margin

____5. First written copy of a piece of writing

____6. Opening greeting of the letter

____7. All material between the salutation and the complimentary close; the message

____8. Process of presenting business information and data in report form

____9. Written exchange of ideas between individuals, departments, or branches of one organization

____10. Details explaining a fact or opinion

____11. To correct small, mechanical errors including typographical errors, grammatical errors, word usage, spelling, and punctuation

____12. Month, day of month, and year

____13. Name, address, and company of the person to whom the letter is written

____14. Firm's name, address, telephone number, and/or symbol to identify the nature of the firm's business; usually appears at top of stationery

a. Rough draft
b. Body
c. Formal record
d. Edit
e. Inside address
f. First address
g. Date line
h. Greeting
i. Transition
j. Signer's identification line
k. Complimentary ending
l. Reasons
m. Memorandum (memo)
n. In-spacing
o. Final draft copy
p. Formal report
q. Complimentary close
r. Letterhead
s. Outline
t. Logo
u. Reference notation

___ 15. Typed name and title of the person who signs the letter

___ 16. Word, phrase, or sentence that connects ideas between sentences or paragraphs

___ 17. To make corrections in the content and/or the arrangement of a letter, memorandum, report or other written material

___ 18. Used to identify the typist and the one who signs the letter

v. Initial record

w. Official copy

x. Transitory phrase

y. Indent

z. Revise

aa. Salutation

OBJECTIVE 16

List the basic elements of a business letter.

____

____

____

____

____

____

____

____

____

OBJECTIVE 17

Select from a list guidelines for writing the date, inside address, and salutation. Write an "X" in the blank before each correct answer. (Question is continued on following page.)

DATE

___ 1. Do not use abbreviations after day of month

___ 2. Use numerals for month and write out day and year

___ 3. When writing a foreign country, use all numerals

INSIDE ADDRESS

____1. Should not contain the abbreviations of streets, cities, or counties

____2. Can sometimes be typed in three or four lines

____3. May include the two-letter abbreviation of the state as authorized by the U.S. Postal Services

____4. Preferably, includes zip code on the last line of the address, following the city and state

SALUTATION

____1. If addressing the letter to a group, always use Ladies and Gentlemen

____2. If you do not know the reader's name or title, address the letter to an appropriate department or identify the subject in a "subject line" and do not use a salutation

____3. If you know your reader fairly well, no salutation is needed

____4. Traditionally, use "Dear" followed by reader's courtesy title and last name, followed by a colon

OBJECTIVE 18 **Select from a list guidelines for writing the body of a leter.** Write an "X" in the blank before each correct answer.

____1. Will generally be five or six paragraphs; the first paragraph introduces the subject of the letter and the rest contain the message

____2. Third and/or fourth paragraph concludes the letter

____3. Should usually have a positive, courteous tone

____4. Should be clear and concise

____5. Should be tailored to reader's interest or viewpoint

OBJECTIVE 19

Select from a list guidelines for writing the complimentary close, signature, and reference line. Write an "X" in the blank before each correct answer.

COMPLIMENTARY CLOSE

____ 1. Begins after last line of the body of the letter

____ 2. Only first word is capitalized, and phrase is followed with a comma

SIGNATURE

____ 1. Should contain writer's full name but not business title

____ 2. Should appear signed in ink above typewritten name

____ 3. Should be last item on the page

REFERENCE LINE

____ 1. Identifies person who is sending the letter and person who proofread the letter (if not the writer)

____ 2. Person's initials (who is sending the letter) are always listed first and capitalized; the typist's initials are lowercase

OBJECTIVE 20

Name the three basic styles of business letters.

____

____

____

OBJECTIVE 21

Select from a list statements about how to address an envelope. Write an "X" in the blank before each correct answer.

____ 1. Display the same address that appears on the outside address of the letter

____ 2. Address single-or double-spaced, depending on size of envelope

____ 3. Always include the UPS code

____ 4. Do not list symbols or abbreviations unless they are required in specific instances

____5. Display special service notations below the stamp and at least three lines above the address

____6. Display special references of a personal, confidential, or routine nature, a triple space below the return address, and three spaces from the left edge of the envelope

____7. Always include the sender's address in the upper left corner of envelope

OBJECTIVE 22 **Describe the basic structure of a memorandum.**

FOUR-PART HEADING—____________________________

____

____

____

____

____

____

BODY OF MEMO— ________________________________

____

____

____

____

____

____

____

OBJECTIVE 23

Match the three parts of a formal report to their correct descriptions. Write the correct letters in the blanks.

____ 1. Specific details of the study's introduction, discussion, conclusions, and recommendations

____ 2. Items that establish a clear understanding of the message

____ 3. Materials that identify the origins of pertinent information and provide exhibits which are too cumbersome for inclusion elsewhere in the report

a. Body

b. Introduction

c. Supplements

d. Intermediaries

e. Preliminaries

OBJECTIVE 24

Select from a list statements about a formal report. Write an "X" in the blank before each correct answer.

PRELIMINARIES

____ 1. Flyleaves are one blank sheet at the front and another blank sheet at the back of the report

____ 2. Cover or binder does not display report title or author's name

____ 3. Table of contents occupies a page by itself and shows chapter or section titles, headings, and subheadings

____ 4. Title page shows full name of the report, identifies only the author, and shows date report is submitted

____ 5. List of tables or illustrations (figures) occupies a page by itself and displays roman numerals for tables and arabic numerals for figures, including charts and graphs

____ 6. Synopsis is a summary of the purpose and results of the study; should immediately precede the body of the report

BODY

____ 1. Introduction states the purpose, scope, limitations, and justification of the study

____ 2. Introduction states the history of the field of study

____ 3. Discussion states the findings of the study

____ 4. Conclusion is a logical "summing up" which states results of study

____ 5. Recommendations restate the conclusion

SUPPLEMENTS

____1. Bibliography lists books, publications, or other sources used for the report

____2. Appendix contains suggested references

____3. Index helps the reader find specific data quickly; lists the names and page numbers of major and minor items

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 25	**Practice listening skills to follow directions.**	SCORE ________
OBJECTIVE 26	**Follow written directions.**	SCORE ________
OBJECTIVE 27	**Organize material for a one-minute speech.**	SCORE ________
OBJECTIVE 28	**Give a one-minute speech.**	SCORE ________
OBJECTIVE 29	**Write a business letter.**	SCORE ________
OBJECTIVE 30	**Address an envelope for a business letter.**	SCORE ________
OBJECTIVE 31	**Write a memorandum.**	SCORE ________

OBJECTIVE 1

1. j
2. d
3. b
4. l
5. k
6. a
7. q
8. e
9. g
10. m
11. p
12. h

OBJECTIVE 2

- To inform
- To persuade
- To entertain

OBJECTIVE 3

- Formal
- Informal

OBJECTIVE 4

- Your own body
- Your values
- Your expectations
- Your speaking ability
- Your listening and reading ability

OBJECTIVE 5

Discussion should include

- Failure to see a person as an individual
- Failure to listen
- Use of cliches, automatic responses, colloquialisms, and jargon
- Interruptions

- Failure to clarify comments
- Use of limited vocabulary
- False assumptions
- Unawareness of how others perceive us
- Lack of self-confidence
- Childhood teachings

OBJECTIVE 6 3, 4, 5, 6, 8, 9, 10, 11, 13, 15

OBJECTIVE 7

1. P
2. P
3. N
4. P
5. N
6. N
7. P
8. N

OBJECTIVE 8

- Prepare to listen

  Physically—Eliminate distractions

  Mentally—Find out about topic beforehand
- Develop interest—focus on some aspect of the topic that relates to your life
- Concentrate—Listen for relevant and irrelevant information
- Have an open mind
- Listen for what the speaker is and is **not** saying
- Be empathetic
- Remember names
- Make a mental note of each major point said and speaker's examples
- Recognize both main points and details that are important

OBJECTIVE 9

Description should include

VERBAL DIRECTIONS

Be sure the person understands

- Why it is to be done
- What is to be done
- Where it is to be done
- When it is to be done
- State the directions clearly and simply
- When possible, decide who is best qualified for the task before assigning it

WRITTEN DIRECTIONS

Be sure your written directions are:

- Complete
- Concise
- Clear
- Correct
- Courteous

OBJECTIVE 10

Description should include

- Never begin a task until you have heard (or read) all of the directions
- Be sure you understand the directions
- Ask for assistance or clarification if needed

OBJECTIVE 11

WHEN ANSWERING A CALL

3, 4, 6, 8, 12, 13, 14

WHEN PLACING A CALL

2, 4

OBJECTIVE 12

2, 5

OBJECTIVE 13

1. b
2. a
3. c

OBJECTIVE 14

- Be neatly groomed
- Be prepared
- Maintain eye contact
- Be enthusiastic and confident
- Speak clearly and in a pleasant tone of voice

OBJECTIVE 15

1. q
2. o
3. s
4. y
5. a
6. aa
7. b
8. p
9. m
10. l
11. d
12. g
13. e
14. r
15. j
16. i
17. z
18. u

OBJECTIVE 16

- Heading—Consists of letterhead and date on which the letter will be sent
- Inside address
- Salutation
- Body
- Complimentary close

- Signature
- Reference line

OBJECTIVE 17

DATE

a

INSIDE ADDRESS

a, c

SALUTATION

b, d

OBJECTIVE 18

2, 4, 5

OBJECTIVE 19

COMPLIMENTARY CLOSE

1, 2

SIGNATURE

2

REFERENCE LINE

2

OBJECTIVE 20

- Full-block
- Modified-block
- Modified-block with paragraph indentions

OBJECTIVE 21

4, 5, 6, 7

OBJECTIVE 22

Description should include

FOUR-PART HEADING

- To: (the name of the person(s) or department to whom the memo is written
- From: (the sender's name)
- Date: (month, day, and year)
- Subject: (topic of message)

BODY—Most consist of the following:

- Purpose statement—should convey to reader why you are giving him or her this information and what you want the memo to accomplish
- Summary—should state the main points of the memo
- Discussion—should state the detailed, technical information; should begin with a background paragraph
- Action—states what writer will do about a problem, or recommends who is to do what, and when

OBJECTIVE 23

1. a
2. e
3. c

OBJECTIVE 24

PRELIMINARIES

1, 3, 5, 6

BODY

1, 3, 4

SUPPLEMENTS

1, 3

OBJECTIVES 25-31

Refer to answers to Assignment Sheets 2 through 8.

OBJECTIVE SHEET

MONEY MANAGEMENT

IX

INTRODUCTION

To get the most from your money, you must be a wise money manager. This unit is designed to help you develop and use a sound plan of financial management.

UNIT OBJECTIVE

After completing this unit, the student should be able to formulate specific financial goals and prepare a monthly budget. The student will show these competencies by completing assignment sheet and written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with money management to their correct definitions.
2. Describe three types of expenses.
3. Identify specific financial goals.
4. Describe a monthly budget.
5. Describe how to avoid money management mistakes.
6. Analyze a budget. (Assignment Sheet 1)

PREPARATION

- Review unit, study the specific objectives, and plan presentation.
- Order materials to supplement unit.
- Arrange for equipment, such as film projector, filmstrip projector, etc.

Guest Speakers

- Invite a single person, young married, married with children and retired person to appear on a panel, to discuss money needs at different times in life.
- Invite a banker, financial planner or credit counselor to illustrate the growth of money in interest bearing instruments and to emphasize the importance of savings, and discuss goal setting and its relationship to budgeting.

DELIVERY

Objective 1

- Discuss terminology with the students and let them ask questions.

Objectives 2 and 3

- Invite guest speaker to speak about goal setting.
- Use Activity Sheet 1.

Objective 4

- Discuss pamphlet "How to Manage Money" from Financial Marketing Associates.
- Have panel discussion with various persons in different stages of life.
- Use Activity Sheets 2 and 3.

Objective 5

- Show film "The Money Tree."

APPLICATION

Objective 6

- Use Assignment Sheet 1 to assist the student in analyzing a budget.

EVALUATION

Pretest

- Pretest qualifying students.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test the actions listed in the specific objectives.
- Give written test.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods,. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- Film "The Money Tree"

  NOTE: This film is available to Oklahoma teachers on a free loan basis, from Oklahoma State Department of Vocational and Technical Education Media Resource Center, 1500 West Seventh Avenue, Stillwater, OK 74074.

- *Succeeding in the World of Work* filmstrip series Glencoe Publishing Co.
- Filmstrip "Spending What You Earn" - Glencoe Publishing Co., 17337 Ventura Boulevard, Encino, California 91316.

Literature

- Money Management Institute Household Financial Services, 2700 Sanders Road, Prospect Heights, Illinois 60070.

- Pamphlets on "Women and Credit"—Federal Trade Commission, 2001 Bryan Street, Dallas, Texas 75201.
- Eight pamphlets on various aspects of money management and "I Hate to Budget Book"—Financial Marketing Associates, 1011 E. Main Street, Richmond, Virginia 23219 or from Credit Counseling Center in your area.

UNIT REFERENCES

- *From School to Work: A Cooperative Education Book*, Littrell, the Goodheart-Wilcox Company, Inc., South Holland, Illinois.
- *Succeeding in the World of Work*, Kimbell & Vineyard, Glencoe Publishing Company, 17337 Ventura Boulevard, Encino, California 91316.
- "Family Financial Management", South-Western Publishing, 5105 Madison Road, Cincinnati, Ohio 45227.

PRETEST ANSWERS

MONEY MANAGEMENT

IX

OBJECTIVE 1

1. g
2. h
3. e
4. f
5. i
6. j

OBJECTIVE 2

1. Fixed
2. Periodic
3. Flexible

OBJECTIVE 3

1. T
2. T
3. T
4. F
5. F

OBJECTIVE 4

Answer should include the following:

1. Helps you manage your money.
2. Helps track spending.
3. Helps you evaluate spending patterns.
4. Changes can be made on a monthly basis.
5. Helps you meet income needs.

OBJECTIVE 5

Answer should include the following:

1. Develop a plan for spending.
2. Pay yourself first.
3. Create a cash reserve.

4. Be careful in using credit..
5. Set aside money for periodic expenses.

OBJECTIVE 6 Refer to answers to Assignment Sheet 1.

MONEY MANAGEMENT

IX

NAME ______________________ SCORE ________

OBJECTIVE 1

Match terms associated with money management to their correct definitions. Write the correct letter in the blanks.

____ 1. Expenses that are the same amount and are paid on specific dates

____ 2. Expenses that vary in amount and/or time they are due

____ 3. A planned spending or money management plan

____ 4. Responsibility in the management of money

____ 5. A person's "take-home" pay

____ 6. Fixed expenses that occur periodically during the year.

a. Credit

b. Impulse buying

c. Windfall

d. Necessary spending

e. Budget

f. Financial Responsibility

g. Fixed Expenses

h. Flexible Expenses

i. Income

j. Periodic Expenses

OBJECTIVE 2

Describe three types of expenses.

1. Rent or mortgage payments ______________________

____

2. Semi—annual insurance premium ______________________

____

3. Water or utility bills ______________________

____

OBJECTIVE 3

Identify specific financial goals. True or false. In order to identify goals, you must:

____1. Know how much income you have.

____2. List your obligations and wants.

____3. Assign priorities to your needs and wants.

____4. Know exactly how much money you will make after you graduate.

____5. Ask you parents what goals they have for you.

OBJECTIVE 4

Describe a monthly budget.

____

____

____

____

____

OBJECTIVE 5

Describe how to avoid money management mistakes.

____

____

____

____

____

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objective.

OBJECTIVE 6

Analyze a budget. SCORE ________

INFORMATION SHEET

MONEY MANAGEMENT IX

OBJECTIVE 1

Match terms associated with money management to their correct definitions.

- **Budget**—A planned spending or money management plan
- **Financial responsibility**—Responsibility in the management of money
- **Fixed expenses**—Expenses or investments that are the same amount and/or paid on specific dates
- **Flexible expenses**—Expenses that vary in amount and/or time they are due
- **Income**—A person's "take-home" pay; all salary and other sources of income after deductions for taxes, social security, insurance and retirement benefits
- **Periodic expenses**—Fixed expenses which occur periodically during the year; usually large payments such as insurance, property taxes, or loan payments

OBJECTIVE 2

Describe three types of expenses.

- FIXED EXPENSES—Expenses or investments that are the same amount and/or paid on specific dates
  - Rent or mortgage payments

    NOTE: Include property tax and insurance if automatically in house payment. Your rent or house payments plus utilities should not exceed 25% of your income.
  - Other real estate payments

    EXAMPLES: Second mortgage, home improvement loan, vacation home, storage rental, pasture for horses, homeowner association fees
  - Income and property taxes not taken directly out of paycheck

    EXAMPLES: Federal and state taxes, past taxes, property taxes not included in house payments

- Other taxes

  EXAMPLES: Gift or estate taxes

- Installment contract payments

  EXAMPLES: Payments on cars, boats, camping trailers, furniture, appliances

  NOTE: Caution should be taken not to get more than ten to twenty percent of your income obligated to installment payments and charge accounts.

- Personal property lease payments

  EXAMPLE: Lease payments on car and/or furniture

- Insurance not taken directly out of paycheck or not included in house payment

  EXAMPLES: Real property (fire, theft, liability), personal property (homeowners, renter's, auto), life, health

- Regular payments to others

  EXAMPLES: Alimony, child support

- Regular contributions

  EXAMPLES: Church, charities

- Dues

  EXAMPLES: Union, club, professional organizations

- Savings

  NOTE: A set percentage (10%, 20%, 30%, etc.) of your income should be put into savings.

- **FLEXIBLE EXPENSES**—Expenses that vary in amount and/or time they are due.

  - Utilities

    EXAMPLES: Gas, electricity, telephone, water, garbage, sewage, cable TV

  - Charge accounts

EXAMPLES: Department stores, oil and gas companies, major credit cards, mail order companies

- Medical/dental bills not covered by insurance

  EXAMPLES: Prescriptions, office calls, eyeglasses

- Transportation

  NOTE: Car payments are fixed expenses; however, gas, oil, repairs, car tag, license, and servicing must also be considered when making a budget. Approximately 15% of your budget will be spent related to transportation.

- Household maintenance/repair

  EXAMPLES: Gardening, cleaning supplies, appliance and TV repairs, electrical repairs

  NOTE: Don't forget to consider parts and labor on all repairs, maintenance, and improvements.

- Child care

  EXAMPLE: Babysitter

- Food

  NOTE: Don't forget to include all the nonfood items in the supermarket bill. A rule of thumb is that your food bill should not be more than 20% of your income.

- Personal expenses

  EXAMPLES: Clothing purchases, laundry, barber and beauty salon, grooming and health products

  NOTE: Approximately 10% of your income should be allocated to this area.

- Self-improvement/education

  EXAMPLES: Books, magazines, newspapers, seminars, music lessons, tuition, room and board away from home

- Recreation/entertainment

  EXAMPLES: Movies, sports, restaurants, vacations, parties, record albums, photograph development

NOTE: Recreation and entertainment is very important and should be included in a budget.

– Other expenses

EXAMPLES: Gifts, traffic tickets, Christmas decorations and presents, stamps

- **PERIODIC EXPENSES**—Fixed expenses which occur periodically during the year; usually large payments such as insurance, property taxes, or loan payments

  NOTE: To have the money available when due, divide amount of bill by 12 and set aside that money each month.

OBJECTIVE 3 **Identify specific financial goals.**

INTRODUCTION

Have you ever noticed that some of your friends have more cash than you do, even though their income is about the same? Some people always seem to have money for both expected and unexpected expenses. Prom coming up? They are prepared. Car insurance due? They have the money. These people have learned how to manage their money effectively.

- In order to get the most from your money, you need to have a sound plan for spending, saving, and providing for unexpected expenses.
- Financial responsibility must be accepted in order to set goals and reach them. You must first list the goals that you have. Include the things you *want* to have as well as the things you want to *do*.
- After you have made your list, then divide them into short and long-term goals. Short-term goals may be as simple as the purchase of new shoes or a motorcycle helmet. Long-term goals would include items that cost more or will be needed at a later date, such as college money or the down payment for a house.
- Next, prioritize your lists. Your needs necessarily come before your wants. Highlight those that are most important to you. Estimate the cost and the date you want to attain each goal.
- This goal list is the basis for financial management. Your list will change as your life changes. By creating goals and working to reach them, you will be able to develop a budget that "fits" you.

OBJECTIVE 4

Describe a monthly budget.

- A plan which helps you manage your money is a BUDGET. A budget is based on the goals you have set, your income and your expenses. This plan can help you avoid wasting money, control your spending, and assist you in reaching your short and long-term goals.

  NOTE: Your house payment should not exceed 25% and consumer interest debt should not exceed 20% of income.

- The first step in preparing a budget is to track your spending. For a week, write down everything you spend. After this week is over, check to see if you are spending more or less than you earned. Your income will not always equal your "outgo", so you need to be prepared for this eventuality. You should have savings to take care of emergencies or unexpected expenses.

- From this log of spending, you can get an idea about where your money is going. Since your expenses won't be the same each week, your budget should be set on a monthly basis, rather than weekly.

- To estimate your monthly income, multiply your weekly income by four, then multiply your weekly expenses by four. You will have items in categories such as car payments, car or transportation expenses, food, housing, clothing, and savings.

- After you complete your calculations for the monthly budget, you should set-up a yearly budget. Fixed, flexible, and periodic expenses are part of this budget. Money must be set aside on a regular basis to take care of these obligations.

- Evaluating the budget you have made is essential. Do you need to cut back on your spending in certain areas, perhaps clothing or recreation? Have you let money slip away without being aware of where it was going? A budget makes you more aware of spending habits and thus, helps you control your spending and avoid wasting your hard-earned money.

- A budget is an ongoing item. It should change as your life and your needs change. A budget will help you get where you want to go and be what you want to be.

- "Making and using a budget is hard, especially at first. But if you can stick to it, your budget will be an excellent tool for managing your money. It will show you where you spend too much. It will help you match your expenses to your income."

- "Here are some tips that will help you stick to your budget and keep it working well.

  - Keep it simple. The easier your budget is to use, the easier it will be to stick to it.

  - Be realistic. If your income is less than your complete list of expenses, your budget will show that. Don't try to spend money you don't have.

  - Keep day-to-day records. It's easy to forget what you spend unless you record your daily expenses.

  - Keep your budget, incoming bills, receipts and cancelled checks, all in one place. This will help you organize your budgeting efforts.

  - Choose a definite time to pay bills and review your budget."

OBJECTIVE 5 **Describe how to avoid money management mistakes.**

Develop a plan for spending.

- If, as an ICE student, you are required to keep a record of your work hours and the money you earn, you may have wondered what happened to all the money you earned.

- This happens because money is spent without the "spender" being aware of where the cash is going. In other words, you have no plan for spending. You have not set priorities and developed a budget. Or, if you have, you have not stuck to it.

- Avoid impulse spending and try to plug up spending leaks. This comes back to self-discipline and being aware of your budget.

- A windfall is extra money you receive, such as an inheritance, tax refund, or a bonus. This is a great way to add to your savings, or to start a nest egg.

Quotation used with permission of Glencoe Publishing Co., Encino, California.

- If you should receive a large windfall, investing it for the future needs would be a wise thing to do. This could help you pay for your education, build up your financial foundation, or to provide security against money problems in the coming years.

Always "pay yourself first."

- Make a habit of putting aside at least 10% of your salary BEFORE you spend anything else. Most people think they will save what is left after paying for their expenses, but they live in such a way as to spend all they make. No matter how much or how little you can save, do it! You'll be glad you did.

Create a cash reserve.

- A recommendation made by financial experts is to have a cash reserve set aside for emergencies. To achieve this, good saving habits are necessary. The self-discipline that you develop from "paying yourself first" will assist you in building your reserve. Your reserve should be equal to 50 percent of your annual income.
- Among the advantages of having a cash reserve are, first, peace of mind and security in knowing an unexpected event won't wipe you out financially. Secondly, a reserve will be the foundation for a good credit rating.

Be careful in using credit.

- Don't get on the credit card cycle. If you use a credit card for purchases such as gasoline, clothing, or recreation, be sure to pay off all charges when you receive the billing statement. If you have large purchases, be sure you can pay the amount due each month, and do *not* purchase anything else until the first one is paid off.
- Credit payments cost you in interest, so shop carefully for the best deal. Keep a record of your purchases and check your record against the bill. To keep your credit rating in A+ condition, always pay on time.

  NOTE: Consumer debt should not exceed 20% of income.

Set aside money each month for periodic expenses.

- If you have periodic expenses such as an insurance payment, or income taxes, set aside 1/12 of that amount each month, so you will be prepared when the amount is due.

ACTIVITY SHEET 1	**MONEY MANAGEMENT**	**IX**

NAME ______________________ SCORE ________

Formulate specific financial goals.

PART 1: On the form below, list the short and long-term goals you hope to attain.

SHORT TERM GOALS ITEM	DATE WANTED	ESTIMATED COST

LONG TERM GOALS ITEM	DATE WANTED	ESTIMATED COST

PART 2: After examining your list of short and long-term goals, highlight or circle those that are most important to you. List them below. Keep this list to refer to as you develop your budget, and as you reach the goals you desire.

ACTIVITY SHEET 2

MONEY MANAGEMENT

IX

NAME ______________________ SCORE ______

Track your expenses for a week.

DIRECTIONS

PART 1 On the log below, write the date, explanation, and amount you spent.

DATE	EXPLANATION	AMOUNT
	TOTAL	

689

PART 2 **Categorize the expenses from the week of tracking.**

EXAMPLES: food, clothing, recreation, insurance, car expenses, etc

After completing the categories, total the amounts and answer the following questions about each.

1. What is the amount I usually spend on this category?

   ____

2. Is this a one-time expense?

   ____

3. Is this a regular or on-going expense?

   ____

4. Does this assist me in reaching any of my goals?

   ____

5. If yes, which one?

   ____

6. Should this category and expense be a part of my regular budget?

   ____

ACTIVITY SHEET 3 | **MONEY MANAGEMENT** | **IX**

NAME ______________________________ SCORE _______

Prepare a monthly budget.

	Amt./yr	Amt./mo.	Actual/mo
1. Income			
2. Regular Fixed Expenses			
a.____________			
b.____________			
c.____________			
Subtotal			
3. Daily Expenses			
a. Food and beverage			
b. Clothing			
c. Transportation			
d. Health and personal			
e. Household operation			
Subtotal			
4. Personal Expenses			
a. Allowances			
b. Contributions			
c. Recreation			
Subtotal			
5. Savings and Set-asides			
a. Large bills			
b. Future goals			
Subtotal			
Grand Total			

OBJECTIVE 6

Analyze a budget.

After graduation from high school, Mason moved into his first apartment. In order to pay his bills, Mason needs to make a budget for himself. Use the information below to analyze his budget.

- Take-home pay of $1200 per month
- Expenses for one month are:

Car payment	$225.00
Church contribution	60.00
Miscellaneous expenses (birthday gifts, etc.)	10.00
Laundry and cleaning	30.00
Recreation	50.00
Car expenses	70.00
Utilities	55.00
Groceries	120.00
Eating out	80.00
Rent	200.00
Savings for college	60.00
Cash reserve	60.00
Telephone bill	35.00
Cable TV	30.00
Clothing	50.00
Set-aside for renter's insurance annual payment	12.00

Complete the budget form below and see if Mason has enough personal income to meet all of his expenses.

SAVINGS

1. College savings $ ____________
2. Cash reserve ____________
3. Total $ ____________

FIXED EXPENSES

4. Rent ____________
5. Utilities, phone, cable ____________
6. Car payment ____________
7. Contribution
8. Total $ ____________

FLEXIBLE EXPENSES

9. Miscellaneous ____________
10. Laundry & cleaning ____________
11. Recreation ____________
12. Car expenses ____________
13. Eating out ____________
14. Groceries ____________
15. Clothing ____________
16. Total $ ____________

PERIODIC EXPENSES

17. Insurance set-aside ____________
18. Total $ ____________

What percentage of his income does Mason spend on:

19. Fixed expenses? ____________
20. Flexible expenses? ____________
21. Periodic expenses? ____________
22. Savings? ____________
23. Mason's car needs new tires all the way around. They will cost $120.00 He will also have the wheels aligned at a cost of $25.00. As a result, he will have $1055 for his expenses next month. Where can he cut expenses, so he won't go over his budget?

____

____

____

24. Where should Mason make the cuts in his expenses? Check the appropriate space.

____ Savings

____ Fixed expenses

____ Flexible expenses

____ Periodic expenses

25. Give three specific ideas for making the cuts suggested above.

____

____

____

ASSIGNMENT SHEET 1

1. $60.00
2. 60.00
3. 120.00
4. 200.00
5. 120.00
6. 225.00
7. 60.00
8. 605.00
9. 10.00
10. 30.00
11. 50.00
12. 70.00
13. 80.00
14. 120.00
15. 50.00
16. 410
17. 12.00
18. 12.00
19. 1147.00
20. 50.4%
21. 34.2%
22. 1%
23. 10%

24. Mason could cut back on flexible expenses such as recreation, eating out, groceries and miscellaneous expenses. He could also put less in savings, or give less contributions.

25. Either savings or flexible expenses should be checked.

26. Answers may include: eat out less often, buy less expensive groceries, use cents-off coupons or buy only necessary items; take advantage of free entertainment activities; cut out clothing purchases; cut back on contributions and/or savings

WRITTEN TEST

MONEY MANAGEMENT

IX

NAME ______________________ SCORE ________

OBJECTIVE 1

Match terms associated with money management to their correct definitions. Write the correct letter in the blank.

___ 1. Expenses that are the same amount and are paid on specific dates

___ 2. Expenses that vary in amount and/or time they are due

___ 3. A planned spending or money management plan

___ 4. Responsibility in the management of money

___ 5. A person's "take-home" pay

___ 6. Fixed expenses that occur periodically during the year

a. Credit

b. Impulse buying

c. Windfall

d. Necessary spending

e. Budget

f. Financial Responsibility

g. Fixed Expenses

h. Flexible Expenses

i. Income

j. Periodic Expenses

OBJECTIVE 2

Describe three types of expenses.

1. Fixed expenses

____

____

2. Flexible expenses

____

____

3. Periodic expenses

____

____

OBJECTIVE 3

Identify specific financial goals. Fill in the blank.

1. People who have money when they need it have learned to

   ________________ their money ________________.

2. To get the most from your money, you should have a sound

   plan for ______________, ______________ and

   ______________ expenses.

3. Your goals should include the things you ______________,

   as well as the things you want to ________________.

4. Goals should be divided into__________ term and _________ term.

5. Your ______________ must take priority over your wants.

6. A ____________ list is the basis for financial management.

OBJECTIVE 4

Describe a monthly budget.

____

____

____

____

OBJECTIVE 5

Describe how to avoid money management mistakes.

1. List four ways to avoid money management mistakes.

   ____

   ____

   ____

2. Financial experts recommend that every family have a cash reserve of at least ____ percent of their annual income.

3. There is a definite need to save so you have a _______ reserve for unexpected expenses.

4. What is the best way to handle credit payments?

____

____

5. How much should you save for periodic expenses?

____

____

NOTICE The following assignment sheet is not part of the written test. If it has not been completed, check with your instructor.

OBJECTIVE 6 **Analyze a budget.** SCORE _______

WRITTEN TEST ANSWERS | MONEY MANAGEMENT | IX

OBJECTIVE 1

1. g
2. h
3. e
4. f
5. i
6. j

OBJECTIVE 2

1. Any of the following: rent or mortgage; other real estate payments; income or property taxes; gift or estate taxes; insurance; alimony, child support; contributions, dues, savings
2. Any of the following: utilities; charge accounts, transportation, household expenses; child care; personal expenses, recreation; other expenses
3. Any of the following: insurance taxes; loan payments

OBJECTIVE 3

1. manage, effectively
2. spending, saving and unexpected
3. want, do
4. short, long
5. needs
6. goal

OBJECTIVE 4

Answer should include the following:

1. Helps you manage your money.
2. Helps track spending.
3. Helps you evaluate spending patterns.
4. Changes can be made on a monthly basis.
5. Helps you meet income needs.

OBJECTIVE 5

1. Any of the following:
   - no spending plan
   - no cash reserve
   - too much use of credit
   - non-constructive use of windfalls
   - no provision for large expenses
   - underestimating the cost of ownership
   - spending leaks
   - careless shopping habits
   - not saving small amounts
   - can't wait attitude
2. 50%
3. cash
4. Paying off the total each month.
5. Save 1/12 each month.

OBJECTIVE 6

Refer to answers to Assignment Sheet 1.

OBJECTIVE SHEET

TAXES, WAGES, AND FRINGE BENEFITS

X

INTRODUCTION

Employees must have taxes taken out of their paychecks and paid to the federal, state, and local governments. The government uses this revenue to provide our public services, such as highway maintenance, social security, and libraries. The taxes we pay benefit us in one way or another and it is important for us to understand why we pay taxes. Without taxes, our government-provided services that we sometimes take for granted would not exist. Therefore, what would happen if we did not pay taxes?

UNIT OBJECTIVE

After completing this unit, the student should be able to understand taxation terminology and relate this information to filing an income tax return. The student should also be able to identify types of fringe benefits and compute wages. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with taxation to their correct definitions.
2. List the five classes of individual taxpayers.
3. Distinguish between the different types of tax penalties.
4. Distinguish between federal withholding and estimated tax.
5. Arrange in order the steps for filing a tax return.
6. Match terms associated with wages, salaries, and fringe benefits to their correct definitions.
7. Write the formulas for hourly, commission, and overtime wages.
8. Complete a Form W-4. (Assignment Sheet 1)
9. Interpret a Form W-2. (Assignment Sheet 2)
10. Solve problems on figuring wages. (Assignment Sheet 3)

PREPARATION

- Order materials to supplement unit.

  NOTE: See suggested resources.

- Obtain a VHS player and overhead projector.
- Make arrangements for guest speakers. Inform speakers of specific objectives, appropriate unit sections, and details of unit.
- Have students obtain a tax packet from the post office.

DELIVERY

Objective 1

- Discuss terms and definitions.
- Show Understanding Taxes video "Income Tax and You" and "Evolution of Our Federal Tax System."

Objective 2

- Invite an attorney to explain the differences in the classes of taxpayers.
- Show Understanding Taxes video "Taxes Affect Different Income Groups."

Objective 3

- Invite an attorney to discuss tax penalties and their consequences.

Objectives 4 and 5

- Invite a speaker from the IRS to explain the different types of taxes and their uses.
- Invite an accountant to explain the information needed before filing a tax return.
- Invite a representative from a tax preparation firm to discuss filing a tax return.
- Explain the tax laws of your state.

Objectives 6 and 7

- Invite a payroll clerk to discuss wages, payroll deductions, and fringe benefits.
- Invite a life insurance representative to explain the benefits of different types of employee insurance.
- Invite a salesperson to explain payment with commission.
- Invite an owner of a small business to explain hourly and overtime wages.

APPLICATION

Objective 8

- Have students complete Assignment Sheet 1.
- After they have completed the Form W-4, have a group discussion and emphasize the many differences in each student's answers.

Objective 9

- Have students complete Assignment Sheet 2.
- Request students who have samples of their own Form W-2 to discuss it in class.

Objective 10

- Have students complete Assignment Sheet 3.

EVALUATION

Pretest

- Pretest qualifying students.
- Counsel student individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test the actions listed in the specific objectives.
- Give written test.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Material

- Understanding Taxes kit for teachers, 1989.

  NOTE: The kit has information divided into six units. Each unit includes transparencies, supplemental information, and sample tax forms. Use transparencies from Units 1, 2, and 3 with this unit. Use transparencies from remaining units if they supplement other objectives. Software and a VHS video cassette is also included in the kit. This kit is available to Oklahoma teachers from the Internal Revenue Service, 200 NW 4th Street, Oklahoma City, OK 73102, Phone - (405) 321-4989. Out-of-state teachers should contact the area IRS Center for the state in which they teach or the Joint Council on Economic Education, 432 Park Ave. South, New York, New York 10016. There is an affiliate in all 50 states and the District of Columbia.

UNIT REFERENCES

- *Effective Employment Practices*, from the Successful Living Skills, Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1988.
- Young, Arthur & Company, and Bernstein, Peter W., ed. *The Arthur Young Tax Guide 1989*. New York: Ballantine Books, 1988.

PRETEST ANSWERS

TAXES, WAGES, AND FRINGE BENEFITS

X

OBJECTIVE 1

1. g
2. c
3. n
4. a
5. i
6. e
7. b
8. f
9. k
10. h
11. m
12. j
13. l
14. s
15. r
16. t
17. v
18. x

OBJECTIVE 2

Must have all of the following (in any order):

- Single
- Married filing a joint return
- Married filing separate returns
- Head of household
- Qualifying widow(er)

OBJECTIVE 3

1. c
2. b
3. a
4. b
5. c

OBJECTIVE 4

1. Withholding
2. Estimated tax

OBJECTIVE 5

2, 5, 4, 1, 6, 3

OBJECTIVE 6

1. i
2. n
3. f
4. s
5. h
6. d
7. q
8. b
9. m
10. g
11. p
12. c
13. k
14. a
15. l

OBJECTIVE 7

1. Hourly wage formula - Regular hours x base rate = regular pay
2. Commission wage formula - Payment for work based on straight salary plus a percentage of sales, regardless of hours worked.

   (Salary per week + % sales commission of $_________ sales)
3. Overtime wage formula - Overtime hours x 1 1/2 base rate = overtime pay

OBJECTIVES 8 - 10

Refer to answers to Assignment Sheets 1 through 3.

PRETEST

TAXES, WAGES, AND FRINGE BENEFITS

X

OBJECTIVE 1

Match terms associated with taxation to their correct definitions. Directions: Place the appropriate letter in the blank next to the correct definition.

____ 1. Money deducted from an employee's paycheck and sent to the government to help meet the employee's tax liability

____ 2. Tax imposed on using a product or service

____ 3. Total wages or salary before deductions

____ 4. Required payments of money to government, used to provide public goods and services

____ 5. A means to reduce the amount of income on which you pay taxes

____ 6. Federal government collects these premiums by deducting a monthly FICA tax

____ 7. Tax based on the amount of taxable income that people receive annually

____ 8. Similar to federal income tax, this tax is based on yearly income and exemptions

____ 9. A statement which the employer gives to the employee showing yearly income

___ 10. Total wages or salary after deductions

___ 11. A form that tells an employer how much to withhold from employee's paycheck for federal income tax purposes

a. Taxes

b. Personal Income Tax

c. Consumption Tax

d. Property Tax

e. Social Security

f. State Income Tax

g. Withholding

h. Net Income

i. Exemptions

j. Taxable Income

k. Form W-2

l. Dependent

m. Form W-4

n. Gross Income

o. Local Income Tax

p. Retirement

q. Fringe Benefits

r. Employee

___12. Income on which tax liability is determined

___13. Person other than the taxpayer or his or her spouse

___14. Person contracting with another for performance of work which the contractor has undertaken to perform

___15. Any person permitted to work by an employer

___16. Insurance paid for expenses incurred through illness and medical costs.

___17. Withdrawing funds accumulated during work career to live on as income or pension when worker is no longer employed.

___18. Income paid to a person who, for any reason, is no longer capable of performing job duties.

s. Independent Contractor

t. Health Insurance

u. Dental Insurance

v. Retirement

w. Life Insurance

x. Disability Income

y. F.I.C.A.

OBJECTIVE 2 **List the five classes of individual taxpayers.**

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

OBJECTIVE 3

Distinguish between the different types of tax penalties.
Directions: Circle the correct answer.

1. Filing late is a tax penalty for
   a. paying taxes late
   b. failing to file a completed tax return
   c. not filing your tax return by the due date
   d. receiving you Form W-2 after April 15

2. Fraud is a tax penalty for
   a. failing to pay taxes on time
   b. withholding information on your return and underpaying taxes
   c. changing your address on your tax return
   e. overpaying taxes

3. Negligence is a penalty for underpayment of taxes due to
   a. disregarding or neglecting rules or regulations
   b. neglecting to pay all of the amount owed
   c. neglecting to file a tax return
   d. neglecting to correctly complete a tax return

4. Frivolous return is a penalty for not including enough information to figure a correct return or
   a. sending a return to the wrong IRS Center
   b. filing a return with information showing the tax is incorrect
   c. filing a return that shows the taxpayer has failed to pay all of the amount owed.
   d. filing a return that shows the taxpayer has not filed the return on time

5. The penalty for paying taxes late is

   a. going to jail

   b. having IRS audit the taxpayer

   c. paying a fine on a percentage of the unpaid taxes

   d. having to pay twice as many taxes

OBJECTIVE 4 **Distinguish between withholding and estimated tax.** Write withholding and estimated tax in the correct blank.

1. ____________________ is used to pay income tax, as well as self-employment and alternative minimum tax.

2. ____________________ tax taken from an employee's pay, as well as other types of income (pensions, commissions, bonuses); it is paid to the IRS in the employee's name.

OBJECTIVE 5 **Arrange in order the steps for filing a tax return.** Directions: Arrange in order from 1-6 by placing the appropriate number in the blank at the left of each statement.

____Use either the IRS Form 1040 or Form 1040A and Form 104 0EZ with related instructions.

____Send your return in the addressed envelope that come with your return.

____Submit your tax return no later than April 15.

____File a federal income tax return if you had income tax withheld from your pay or if you qualify for earned income credit.

____Mail your return to the IRS Center for the area in which you live.

____Obtain your Form W-2 from your employer before completing your tax return form.

OBJECTIVE 6

Match terms associated with wages, salaries, and fringe benefits to their correct definition. Write the correct letters in the blanks.

___ 1. Incentive payment reflecting certain percentage of total sales of salesperson

___ 2. Compensated time away from work for legal holidays

___ 3. Payment on a monthly basis

___ 4. Money paid to laid-off workers

___ 5. An employee signs a contract and agrees to all terms listed in the contract

___ 6. Fixed amount of money paid by the week or month, regardless of hours

___ 7. Accumulated funds paid to employees concluding work careers

___ 8. An hourly rate of pay that covered employees are entitled to receive

___ 9. Compensated vacation time (accumulated)

___ 10. Payment on an hourly rate

___ 11. Insurance benefits for worker injured on the job

___ 12. Pay at the rate of 1 1/2 times the employee's regular pay rate for each hour worked in excess of the maximum hours allowable

___ 13. Financial protection against possible illness, injury, death, or disability of worker

___ 14. Financial extras in addition to the regular paycheck

a. Fringe Benefits

b. Minimum Wage

c. Overtime Pay

d. Straight Salary

e. Piece-rate Wage

f. Monthly Salary

g. Hourly Salary

h. Contract

i. Commission

j. Yearly Salary

k. Insurance

l. Sick Leave

m. Annual Leave

n. Holiday Leave

o. Maternity Leave

p. Worker's Compensation

q. Retirement

r. Tax Levee

s. Unemployment Compensation

t. Wage Garnishment

___15. Compensated time off work for illness or injury

OBJECTIVE 7 **Write the formulas for hourly, commission, and overtime wages.**

1. Hourly Wage Formula ______________________________

____

2. Commission Formula ______________________________

____

3. Overtime Wage Formula ____________________________

____

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 8 **Complete a Form W-4.** SCORE ________

OBJECTIVE 9 **Interpret a form W-2.** SCORE ________

OBJECTIVE 10 **Solve problems on figuring wages.** SCORE ________

OBJECTIVE 1

Match terms associated with taxation to their correct definitions.

- **Consumption tax**—Tax imposed on using a product or service. Most common are sales and excise taxes.
- **Dental insurance**—Insurance that pays for an employee's dental expenses.
- **Dependent**—Person other than the taxpayer or his or her spouse.
- **Disability**—Income paid to a person who, for any reason, is no longer capable of performing job duties.
- **Employee**—Any person permitted to work by an employer.
- **Exemptions**—A means to reduce the amount of income on which you pay taxes.

  NOTE: Personal exemptions may be claimed by a taxpayer and the taxpayer's spouse. Dependency exemptions may be claimed for qualified dependents.
- **Federal income tax**—Taxes based on the amount of taxable income that people receive annually.
- **F.I.C.A. (Federal Insurance Compensation Act)**—Federal taxes people pay while they are working so they can receive monthly checks when they reach retirement age or become disabled. The employer matches their tax contributions and sends the amount to the IRS.

  NOTE: Social security deductions will be shown on a paycheck stub as an F.I.C.A. deduction.
- **Form W-2**—A statement which the employer gives to the employee showing yearly employee income and the amount withheld for income taxes.
- **Form W-4**—A form that tells an employer how much to withhold from an employee's paycheck for federal income tax purposes.
- **Gross income**—Total wages or salary before deductions.

- **Health insurance**—Insurance paid for expenses incurred through illness and medical costs.

- **Independent contractor**—A person contracting with another for performance of work which the contractor has undertaken to perform.

  NOTE: The contractor is civilly liable to pay wages to employees working under the contract.

- **Life insurance**—Insurance that guarantees a specific sum of money to a designated beneficiary upon death of the insured.

- Net income—Total wages or salary after deductions

- **Retirement**—Withdrawing funds accumulated during work career to live on as income or pension when a worker is no longer employed.

- **Social Security (FICA)**—Federal government collects Social Security premiums by deducting a monthly FICA tax on employer's payrolls and employee's paycheck

- **State income tax**—Similar to federal income tax, the state taxes are based on yearly income and exemptions

- **Taxable income**—Income on which tax liability is determined

- **Withholding**—Money deducted from an employee's paycheck and sent to the government to help meet the employee's tax liability.

  NOTE: Employers withhold money for federal income taxes, federal social security taxes (FICA), and state and local income taxes in some states and localities.

OBJECTIVE 2 **List the five classes of individual taxpayers.**

- **Single**—An unmarried person

- **Married filing a joint return**—A married couple filing one return

- **Married filing separate returns**—A married couple filing more than one return.

- **Head of household**—Person in household who is employed and accounts for the income. There are usually other dependents living with the head of household, such as children, parents, or other relatives.

- **Qualifying widow(er)**—Must be a widow(er) for at least a year and meet the IRS's list of requirements.

OBJECTIVE 3 **Distinguish between the different types of tax penalties.**

- **Filing late**—If you do not file a tax return by the due date, you may have to pay a penalty based on the tax not paid by the date due.

- **Fraud penalty**—You will have to pay a penalty if there is any underpayment of taxes on your return that is due to fraud.

- **Frivolous return**—You may have to pay a penalty if you file a return that does not include enough information to figure the correct tax or return that contains information showing that the tax on the return is incorrect.

- **Negligence penalty**—You will have to pay a penalty if there is any underpayment of tax on your return that is due to negligence or disregard of rules or regulations.

- **Paying taxes late**—You will have to pay a penalty of 1/2 of 1% of your unpaid taxes after the due date of the unpaid taxes.

OBJECTIVE 4 **Distinguish between federal withholding and estimated tax.**

- **Withholding**—The tax which an employer withholds from an employee's pay. It is also withheld from other types of income, such as pensions, commissions, and bonuses; the amount withheld is paid to the Internal Revenue Service (IRS) in the employee's name.

- **Estimated**—If you do not pay tax through withholding, or do not pay enough withholding tax, you may have to pay estimated tax. This tax is used to pay income tax, as well as self-employment and alternative minimum tax.

OBJECTIVE 5

Arrange in order the steps for filing a federal tax return.

1. File a federal income tax if you had income tax withheld from your pay or if you qualify for earned income credit.
2. Use either the IRS Form 1040 or Form 1040A and Form 1040EZ with related instructions.
3. Obtain your Form W-2 from your employer before completing your tax return form.
4. Submit your tax return no later than April 15.

   NOTE: If the due date falls on a Saturday, Sunday, or legal holiday, you may act on the next business day.
5. Send your return in the addressed envelope that came with your return.
6. Mail your return to the IRS Center for the area in which you live.

OBJECTIVE 6

Match terms associated with wages, salaries, and fringe benefits to their correct definitions.

- **Annual leave**—Compensated time off (accumulated)

  NOTE: Some employers include vacation time off under annual leave.
- **Commission**—Incentive payment reflecting certain percentage of total sales of salesperson
- **Contract**—An employee signs a contract and agrees to the payment terms listed in the contract
- **Fringe benefits**—Financial extras in addition to the regular paycheck
- **Holiday leave**—Compensated time away from work for legal holidays or other days employer designates
- **Hourly salary**—Payment on an hourly rate
- **Insurance**—Financial protection against possible illness, injury, death, or disability of worker
- **Minimum wage**—An hourly rate of pay that covered employees are entitled to receive. This rate is set by the federal government

- **Monthly salary**—Payment on a monthly basis
- **Overtime pay**—Pay at the rate of 1 1/2 times the employees' regular pay rate for each hour worked in excess of the maximum hours allowable
- **Paid time off**—Paid vacation

  NOTE: This will differ from employer to employer.
- **Retirement**—Accumulated funds paid to employees concluding work careers
- **Sick leave**—Compensated time off work for illness or injury
- **Straight salary**—A fixed amount of money paid by the week or month, regardless of hours
- **Unemployment Compensation**—Money employer pays into a state-regulated payroll tax fund for the benefit of laid-off workers
- **Worker's Compensation**—Insurance benefits for worker injured on the job, paid for by the business

OBJECTIVE 7 **Write the formulas for hourly, commission, and overtime wages.**

- Hourly wage computation

  Regular hours x base rate = regular pay

  EXAMPLE: 40 (regular hours) x $1.86 (base rate) = $67.20 (regular pay)
- Commission computation (straight salary)

  Payment for work based on straight salary plus percentage of sales, regardless of hours worked.

  EXAMPLE: Salary = $40.00 per week + 7% sales commission on $990 sales
  $40.00 + (.07 x $990) = $109.30 (total salary)
- Overtime wage computation

  Overtime hours x 1 1/2 base rate = overtime pay

  EXAMPLE: 6 1/2 (overtime hours) x $2.52 (overtime rate) = $16.38 (overtime pay)

ASSIGNMENT SHEET 1 — TAXES, WAGES, AND FRINGE BENEFITS

X

NAME ______________________________ SCORE ________

OBJECTIVE 8 Complete a Form W-4

DIRECTIONS Follow the directions on the Form W-4.

1989 Form W-4

Department of the Treasury
Internal Revenue Service

Purpose. Complete Form W-4 so that your employer can withhold the correct amount of Federal income tax from your pay.

Exemption From Withholding. Read line 6 of the certificate below to see if you can claim exempt status. If exempt, only complete the certificate; but do not complete lines 4 and 5. No Federal income tax will be withheld from your pay.

Basic Instructions. Employees who are not exempt should complete the Personal Allowances Worksheet. Additional worksheets are provided on page 2 for employees to adjust their withholding allowances based on itemized deductions, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply to your situation. The worksheets will help you figure the number of withholding allowances you are entitled to claim. However, you may claim fewer allowances than this.

Head of Household. Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals.

Nonwage Income. If you have a large amount of nonwage income, such as interest or dividends, you should consider making estimated tax payments using Form 1040-ES. Otherwise, you may find that you owe additional tax at the end of the year.

Two-Earner/Two-Jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. This total should be divided among all jobs. Your withholding will usually be most accurate when all allowances are claimed on the W-4 filed for the highest paying job and zero allowances are claimed for the others.

Advance Earned Income Credit. If you are eligible for this credit, you can receive it added to your paycheck throughout the year. For details, obtain Form W-5 from your employer.

Check Your Withholding. After your W-4 takes effect, you can use **Publication 919, Is My Withholding Correct for 1989?**, to see how the dollar amount you are having withheld compares to your estimated total annual tax. Call 1-800-424-3676 (in Hawaii and Alaska, check your local telephone directory) to obtain this publication.

Personal Allowances Worksheet

A Enter "1" for **yourself** if no one else can claim you as a dependent . . . . A ______

B Enter "1" if:
1. You are single and have only one job; or
2. You are married, have only one job, and your spouse does not work; or
3. Your wages from a second job or your spouse's wages (or the total of both) are $2,500 or less.

. . . . B ______

C Enter "1" for your **spouse.** But, you may choose to enter "0" if you are married and have either a working spouse or more than one job (this may help you avoid having too little tax withheld) . . . . C ______

D Enter number of **dependents** (other than your spouse or yourself) whom you will claim on your tax return . . . D ______

E Enter "1" if you will **file as a head of household** on your tax return (see conditions under "Head of Household," above) . . E ______

F Enter "1" if you have **at least** $1,500 of **child or dependent care expenses** for which you plan to claim a credit . . . F ______

G Add lines A through F and enter total here . . . . ▶ G ______

For accuracy, do all worksheets that apply.

- If you plan to **itemize or claim adjustments to income** and want to reduce your withholding, turn to the Deductions and Adjustments Worksheet on page 2.
- If you are **single** and have **more than one job** and your combined earnings from all jobs exceed $25,000 OR if you are **married** and have a **working spouse or more than one job,** and the combined earnings from all jobs exceed $40,000, then turn to the Two-Earner/Two-Job Worksheet on page 2 if you want to avoid having too little tax withheld.
- If **neither** of the above situations applies to you, **stop here** and enter the number from line G on line 4 of Form W-4 below.

. . . . **Cut here and give the certificate to your employer. Keep the top portion for your records.** . . . .

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ **For Privacy Act and Paperwork Reduction Act Notice, see reverse.**

OMB No. 1545-0010
1989

1 Type or print your first name and middle initial	Last name	2 Your social security number
Home address (number and street or rural route)	3 Marital Status	☐ Single ☐ Married ☐ Married, but withhold at higher Single rate. **Note:** *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*
City or town, state, and ZIP code		

4 Total number of allowances you are claiming (from line G above or from the Worksheets on back if they apply) . . . 4 ______

5 Additional amount, if any, you want deducted from each pay . . . . 5 $ ______

6 I claim exemption from withholding and I certify that I meet **ALL** of the following conditions for exemption:

- Last year I had a right to a refund of **ALL** Federal income tax withheld because I had **NO** tax liability; **AND**
- This year I expect a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability; **AND**
- This year if my income exceeds $500 and includes nonwage income, another person cannot claim me as a dependent.

If you meet all of the above conditions, enter the year effective and "EXEMPT" here . . . . . ▶ 6 19

7 Are you a full-time student? (**Note:** *Full-time students are not automatically exempt.*) . . . . 7 ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature ▶ ______________________ **Date** ▶ ____________, 198

8 Employer's name and address (**Employer:** Complete 8 and 10 **only if sending to IRS**)	9 Office code (optional)	10 Employer identification number

Deductions and Adjustments Worksheet

Note: *Use this worksheet only if you plan to itemize deductions or claim adjustments to income on your 1989 tax return.*

1 Enter an estimate of your 1989 itemized deductions. These include: qualifying home mortgage interest, 20% of personal interest, charitable contributions, state and local taxes (but not sales taxes), medical expenses in excess of 7.5% of your income, and miscellaneous deductions (most miscellaneous deductions are now deductible only in excess of 2% of your income) . . . . 1 $________

2 Enter: { $5,200 if married filing jointly or qualifying widow(er) / $4,550 if head of household / $3,100 if single / $2,600 if married filing separately } . . . . 2 $________

3 **Subtract** line 2 from line 1. If line 2 is greater than line 1, enter zero . . . . 3 $________

4 Enter an estimate of your 1989 adjustments to income. These include alimony paid and deductible IRA contributions . . 4 $________

5 **Add** lines 3 and 4 and enter the total . . . . 5 $________

6 Enter an estimate of your 1989 nonwage income (such as dividends or interest income) . . . . 6 $________

7 **Subtract** line 6 from line 5. Enter the result, but not less than zero . . . . 7 $________

8 **Divide** the amount on line 7 by $2,000 and enter the result here. Drop any fraction . . . . 8 ________

9 Enter the number from Personal Allowances Worksheet, line G, on page 1 . . . . 9 ________

10 **Add** lines 8 and 9 and enter the total here. If you plan to use the Two-Earner/Two-Job Worksheet, also enter the total on line 1, below. Otherwise, **stop here** and enter this total on Form W-4, line 4 on page 1 . . . . 10 ________

Two-Earner/Two-Job Worksheet

Note: *Use this worksheet only if the instructions at line G on page 1 direct you here.*

1 Enter the number from line G on page 1 (or from line 10 above if you used the Deductions and Adjustments Worksheet) . 1 ________

2 Find the number in **Table 1** below that applies to the **LOWEST** paying job and enter it here . . . . . . 2 ________

3 If line 1 is **GREATER THAN OR EQUAL TO** line 2, subtract line 2 from line 1. Enter the result here (if zero, enter "0") and on Form W-4, line 4, on page 1. **DO NOT** use the rest of this worksheet. . . . . 3 ________

Note: *If line 1 is **LESS THAN** line 2, enter "0" on Form W-4, line 4, on page 1. Complete lines 4–9 to calculate the additional dollar withholding necessary to avoid a year-end tax bill.*

4 Enter the number from line 2 of this worksheet . . . . 4 ________

5 Enter the number from line 1 of this worksheet . . . . 5 ________

6 **Subtract** line 5 from line 4 . . . . 6 ________

7 Find the amount in **Table 2** below that applies to the **HIGHEST** paying job and enter it here . . . . . . 7 $________

8 **Multiply** line 7 by line 6 and enter the result here. This is the additional annual withholding amount needed 8 $________

9 Divide line 8 by the number of pay periods each year. (For example, divide by 26 if you are paid every other week.) Enter the result here and on Form W-4, line 5, page 1. This is the additional amount to be withheld from each paycheck . . . 9 $________

Table 1: Two-Earner/Two-Job Worksheet

Married Filing Jointly		**All Others**	
If wages from **LOWEST** paying job are—	Enter on line 2 above	If wages from **LOWEST** paying job are—	Enter on line 2 above
0 - $4,000	0	0 - $4,000	0
4,001 - 8,000	1	4,001 - 8,000	1
8,001 - 18,000	2	8,001 - 13,000	2
18,001 - 21,000	3	13,001 - 15,000	3
21,001 - 23,000	4	15,001 - 19,000	4
23,001 - 25,000	5	19,001 and over	5
25,001 - 27,000	6		
27,001 - 32,000	7		
32,001 - 38,000	8		
38,001 - 42,000	9		
42,001 and over	10		

Table 2: Two-Earner/Two-Job Worksheet

Married Filing Jointly		**All Others**	
If wages from **HIGHEST** paying job are—	Enter on line 7 above	If wages from **HIGHEST** paying job are—	Enter on line 7 above
0 - $40,000	$300	0 - $23,000	$300
40,001 - 84,000	560	23,001 - 50,000	560
84,001 and over	660	50,001 and over	660

Privacy Act and Paperwork Reduction Act Notice.—We ask for this information to carry out the Internal Revenue laws of the United States. We may give the information to the Department of Justice for civil or criminal litigation and to cities, states, and the District of Columbia for use in administering their tax laws. You are required to give this information to your employer.

The time needed to complete this form will vary depending on individual circumstances. The estimated average time is: **Recordkeeping 46** mins., **Learning about the law or the form** 10 mins., **Preparing the form** 70 mins. If you have comments concerning the accuracy of these time estimates or suggestions for making this form more simple, we would be happy to hear from you. You can write to the **Internal Revenue Service, Washington, DC** 20224, Attention: IRS Reports Clearance Officer, TR:FP; or the **Office of Management and Budget,** Paperwork Reduction Project, Washington, DC 20503.

☆U.S. GPO: 1988—205-056

ASSIGNMENT SHEET 2

TAXES, WAGES, AND FRINGE BENEFITS

NAME ______________________________ SCORE _______

OBJECTIVE 9 **Interpret a Form W-2.**

INTRODUCTION An employer uses Form W-2 to inform the employee and the IRS of the employee's total salary and how much was withheld from it during the year by January 31 of the following year. Form W-2 has several boxes containing payroll and tax information that is used when filing an income tax return. It is important that every employee understands the Form W-2.

DIRECTIONS Answer the following questions over the Form W-2.

1. How much FICA tax was withheld from John Doe's salary?
2. Why is FICA withheld from pay?
3. How much federal income tax was withheld from John Doe's salary?
4. How much state income tax was withheld from John Doe's salary?
5. What does the federal government use income tax revenue for?
6. How much was John Doe's net salary?
7. How much was John Doe's gross salary?

ASSIGNMENT SHEET 2 - ICE
X - 24

1 Control number

OMB No. 1545-0008

2 Employer's name, address, and ZIP code

Susan Smith Company
123 Liberty Street
Anywhere, USA 12345

3 Employer's identification number

4 Employer's state I.D. number

5 Statutory employee ☐ Deceased ☐ Pension plan ☐ Legal rep. ☐ 942 emp. ☐ Subtotal ☐ Deferred compensation ☐ Void ☐

6 Allocated tips

7 Advance EIC payment

8 Employee's social security number
010-01-1010

9 Federal income tax withheld
300.00

10 Wages, tips, other compensation
3500.00

11 Social security tax withheld
260.00

12 Employee's name, address, and ZIP code

John J. Doe
761 Northern Avenue
Anywhere, USA 12345

13 Social security wages

14 Social security tips

16

16a Fringe benefits incl. in Box 10

17 State income tax
120.00

18 State wages, tips, etc.

19 Name of state

20 Local income tax

21 Local wages, tips, etc.

22 Name of locality

Form **W-2 Wage and Tax Statement 19__**

Employee's and employer's copy compared ☐

Copy 1 For State, City, or Local Tax Department

ASSIGNMENT SHEET 3

TAXES, WAGES, AND FRINGE BENEFITS

X

NAME ______________________________ SCORE _______

OBJECTIVE 10 **Solve problems on figuring wages.**

DIRECTIONS Answer the following quest n computing hourly pay.

1. Jack has a job working i kery. He is paid by the hour at the rate of $4.85 per hour. works six hours per day Monday through Saturday. (Fill in information as requested.)
   a. How many hours does he work per week?
   b. How much does he get paid for each day he works?
   c. What are his weekly earnings?
2. Compute these wages.
   a. 40 hours @ $3.80 per hour
   b. 40 hours @ $3.75 per hour
   c. 40 hours @ $4.23 per hour
   d. 40 hours @ $3.95 per hour
   e. 40 hours @ $3.82 per hour
   f. 40 hours @ $3.79 per hour

3. Complete the following table on overtime wages.

	Number of Hours	Rate per Hour	Rate for Overtime	Regular Wages	Overtime Wages	Total Pay
1.	50	$3.50				
2.	48	4.00				
3.	54	3.80				
4.	44	8.00				
5.	50	6.00				
6.	60	3.00				
7.	51	5.00				
8.	58	3.75				
9.	54	6.50				
10.	60	10.00				

4. **Complete the following table on commission salaries.**

	Weekly Base Pay	Week's Sales	Rate of Commission on Sales	Total Pay
1.	$ 75.00	$ 950.00	3%	
2.	150.00	1800.00	10%	
3.	100.00	1200.00	30%	
4.	160.00	850.00	8%	
5.	120.00	800.00	12%	
6.	75.00	1000.00	5%	
7.	120.00	800.00	6%	
8.	160.00	750.00	15%	
9.	165.00	1000.00	8%	
10.	145.00	4500.00	5%	

ASSIGNMENT ANSWERS

TAXES, WAGES, AND FRINGE BENEFITS

X

ASSIGNMENT SHEET 1

Make sure the form is filled out completely and legibly.

The form should be completed in ink.

Students should have answered each question and filled in all blanks with something, even if it was "0" or Not Applicable."

ASSIGNMENT SHEET 2

1. $260.00
2. FICA is withheld from pay in order for the federal government to collect Social Security premiums.
3. $300.00
4. $120.00
5. The federal government uses income tax revenue to provide public goods and services.
6. $2,820.00
7. $3,500.00

ASSIGNMENT SHEET 3

1. (a) 36
   (b) $29.10
   (c) $174.60
2. (a) $152.00
   (b) $150.00
   (c) $169.20
   (d) $158.00
   (e) $152.80
   (f) $151.60

3.

	Rate for Overtime	Regular Wages	Overtime Wages	Total Pay
1.	$ 5.25	$140.00	$ 52.50	$192.50
2.	$ 6.00	$160.00	$ 48.00	$208.00
3.	$ 5.70	$152.00	$ 79.80	$231.80
4.	$12.00	$320.00	$ 48.00	$368.00
5.	$ 9.00	$240.00	$ 90.00	$330.00
6.	$ 4.50	$120.00	$ 90.00	$210.00
7.	$ 7.50	$200.00	$ 82.50	$282.50
8.	$ 5.625	$150.00	$101.25	$251.25
9.	$ 9.75	$260.00	$136.50	$396.50
10.	$15.00	$400.00	$300.00	$700.00

4. Total Pay

1. $130.50
2. $330.00
3. $460.00
4. $228.00
5. $216.00
6. $125.00
7. $168.00
8. $272.50
9. $245.00
10. $370.00

WRITTEN TEST

TAXES, WAGES, AND FRINGE BENEFITS

X

OBJECTIVE 1

Match terms associated with taxation to their correct definitions.

____ 1. Similar to federal income tax, these taxes are based on yearly income and exemptions

____ 2. Person other than the taxpayer or his or her spouse

____ 3. Income on which tax liability is determined

____ 4. Total wages or salary after deductions

____ 5. A form that tells an employer how much to withhold from an employee's paycheck for federal income tax purposes

____ 6. Required payments of money to governments, used to provide public goods and services

____ 7. Total wages or salary before deductions

____ 8. A statement which the employer gives to the employee showing yearly income and the amount withheld from it for income taxes

____ 9. Tax imposed on using a product or service

___ 10. A means to reduce the amount of income on which you pay taxes

___ 11. Federal government collects Social Security premiums by deducting a monthly FICA tax on employer's payrolls and employee's paychecks

a. Taxes
b. Personal Income
c. Consumption Tax
d. Property Tax
e. Social Security
f. State Income Tax
g. Withholding
h. Net Income
i. Exemptions
j. Taxable Income
k. Form W-2
l. Dependent
m. Form W-4
n. Gross Income
o. Local Income Tax
p. Retirement
q. Fringe Benefits
r. Employee
s. Independent contractor

___12. Money deducted from an employee's paycheck and sent to the government to help meet the employee's tax liability

___13. Tax based on the amount of taxable income that people receive annually

___14. Any person permitted to work by an employer

___15. Person contracting with another for performance of work which the contractor has undertaken to perform

___16. Insurance that guarantees a specific sum of money to a designated beneficiary upon death of the insured

___17. Insurance that pays for an employee's dental expenses

___18. Federal taxes people pay while they are working so they can receive a monthly check when they retire or become disabled

t. F.I.C.A.

u. Life Insurance

v. Disability Income

w. Dental Insurance

x. Health Insurance

OBJECTIVE 2

List the five classes of individual taxpayers.

1. ________________ a married couple filing more than one return.
2. ________________ must be this for at least a year and meet the IRS's list of requirements.
3. ________________ an unmarried person.
4. ________________ person in household who is employed and accounts for the income.
5. ________________ a married couple filing one return.

OBJECTIVE 3

Distinguish between the different types of tax penalties. Write a brief description of each listed penalty.

1. Fraud penalty ____

____

2. Paying taxes late ____

____

3. Negligence penalty ____

____

4. Filing late ____

____

5. Frivolous return ____

____

OBJECTIVE 4

Distinguish between withholding and estimated tax. Write one or two sentences describing each.

1. Withholding ____

____

____

2. Estimated ____

____

____

OBJECTIVE 5

Arrange in order the steps for filing a tax return. Directions: Arrange in order from 1-6 by placing the appropriate number in the blank at the left of each statement.

____Mail your return to the IRS Center for the area in which you live.

____File a federal income tax return if you had income tax withheld from your pay or if you qualify for earned income credit.

____Submit your tax return no later than April 15.

____Obtain your Form W-2 from your employer before completing your tax return form.

____Send your return in the addressed envelope that came with your return.

____Use either the IRS Form 1040 or Form 1040A and Form 1040EZ with related instructions.

OBJECTIVE 6

Match terms associated with wages, salaries, and fringe benefits to their correct definitions. Write the correct letters in the blanks.

____1. Financial protection against possible illness, injury, death, or disability of worker

____2. An employee earns a percentage of his or her sales

____3. Financial extras in addition to the regular paycheck

____4. Insurance benefits for workers injured on the job, paid for through an employer's payroll taxes

____5. Compensated time off work for illness or injury

____6. An employee signs a contract and agrees to all terms listed in the contract

____7. An hourly rate of pay that covered employees are entitled to receive

a. Fringe benefits

b. Minimum wage

c. Overtime pay

d. Straight salary

e. Piece-rate wage

f. Monthly salary

g. Hourly salary

h. Contract

i. Commission

j. Yearly salary

k. Sick leave

____ 8. Pay at the rate of 1 1/2 times the employee's regular pay rate for each hour worked in excess of the maximum hours allowable

____ 9. Fixed amount of money paid by the week or month, regardless of hours

___ 10. Money employer pays out of a state-regulated payroll tax fund to laid-off workers

___ 11. Payment an a monthly basis

___ 12. Compensated vacation time (accumulated)

___ 13. Accumulated funds paid to employees concluding work careers

___ 14. Payment on an hourly rate

___ 15. Compensated time away from work for legal holidays or other days employer designates

l. Annual leave

m. Holiday leave

n. Maternity leave

o. Worker's compensation

p. Retirement

q. Tax levee

r. Unemployment compensation

s. Wage garnishment

OBJECTIVE 7 **Write the formulas for hourly, commission, and overtime wages.**

1. Hourly wage formula ________________________________
2. Commission formula________________________________
3. Overtime wage formula ______________________________

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 8 **Complete a Form W-4.** SCORE _______

OBJECTIVE 9 **Interpret a Form W-2.** SCORE _______

OBJECTIVE 10 **Solve problems on figuring wages.** SCORE _______

WRITTEN TEST ANSWERS

TAXES, WAGES, AND FRINGE BENEFITS

X

OBJECTIVE 1

1. f
2. l
3. j
4. h
5. m
6. a
7. n
8. k
9. c
10. i
11. e
12. g
13. b
14. r
15. s
16. u
17. w
18. t

OBJECTIVE 2

1. Married filing separate returns
2. Qualifying widow(er)
3. Single
4. Head of Household
5. Married filing a joint return

OBJECTIVE 3

1. You will have to pay a penalty if there is any underpayment of tax on your return that is due to fraud.
2. You will have to pay a penalty of 1/2 of 1% of your unpaid taxes after the due date of the unpaid taxes.
3. You will have to pay a penalty if there is any underpayment of tax on your return that is due to negligence or disregard of rules or regulations.
4. If you do not file a tax return by the due date, you may have to pay a penalty based on the tax not paid by the due date.

5. You may have to pay a penalty if you file a return that does not include enough information to figure the correct tax or a return that contains information showing that the tax on the return is incorrect.

OBJECTIVE 4

- Withholding—The tax which an employer withholds from an employee's pay. It is also withheld from other types of income, such as pension, commission, and bonuses; the amount withheld is paid to the IRS in the employee's name.
- Estimated—If you do not pay tax through withholding, or do not pay enough tax that way, you may have to pay estimated tax. This tax is used to pay income tax, as well as self-employment tax. This tax is used to pay income tax, as well as self-employment and alternative minimum tax.

OBJECTIVE 5

6, 1, 4, 3, 5, 2

OBJECTIVE 6

1. j
2. i
3. a
4. o
5. k
6. h
7. b
8. c
9. d
10. r
11. f
12. l
13. p
14. g
15. m

OBJECTIVE 7

1. Hourly wage formula—Regular hours x base rate = regular pay
2. Commission wage formula—Payment for work based on straight salary plus percentage of sales, regardless of hours worked. (Salary per week + % of sales on $__________ sales)
3. Overtime wage formula—Overtime hours x 1 1/2 base rate = overtime pay

OBJECTIVES 8-10

Refer to answers to Assignment Sheets 1 through 3.

OBJECTIVE SHEET

BASIC MATH

XI

INTRODUCTION

As a future employee of a company, it is very important that you are knowledgeable of the basic math functions. Many employers require their employees to pass a basic skills exam, which usually includes math skills. For this reason, when applying for a job you must be able to pass this exam.

UNIT OBJECTIVE

After completing this unit, the student should be able to solve problems using the four basic operations of whole numbers and decimals, and should be able to identify place values of numbers and round numbers to a given place value. The student should also be able to solve problems using fractions, and convert fractions to percents and decimals. Finally, the student should be able to apply a general knowledge of basic math to the solving of word problems and problems dealing with wages. The student will show these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with basic math functions to their correct definitions.
2. Name place values of whole numbers and decimals. (Assignment Sheet 1)
3. Round numbers to a given place value. (Assignment Sheet 2)
4. Solve problems involving addition of numbers and fractions. (Assignment Sheet 3)
5. Solve problems involving subtraction of numbers and fractions. (Assignment Sheet 4)
6. Solve problems involving multiplication of numbers and fractions. (Assignment Sheet 5)
7. Solve problems involving division of numbers and fractions. (Assignment Sheet 6)

8. Identify the parts of a fraction.

9. Distinguish between proper, improper, and mixed fractions. (Assignment Sheet 7)

10. Write fractions as decimals and percents.

11. Write decimals as fractions and percents.

12. Write percents as decimals and fractions.

13. Convert mixed numbers to improper fractions. (Assignment Sheet 8)

14. Convert improper fractions to mixed or whole numbers. (Assignment Sheet 9)

15. Solve problems dealing with wages given the information in sentence form. (Assignment Sheet 10)

16. Analyze word problems and compute answers. (Assignment Sheet 11)

17. Reduce fractions to the lowest terms. (Assignment Sheet 12)

18. Write numbers as decimals, fractions, and percents. (Assignment Sheet 13)

19. Compute military time. (Assignment Sheet 14)

PREPARATION

Order materials that may be used to supplement this unit:

- Flash Cards (Addition, Subtraction, Multiplication, Simple Division, Fractions)
- Computer programs
- Multiplication, Addition, and Subtraction tables
- Supplement Packet

DELIVERY

All objectives

- Students should read the curriculum and work on their own as much as possible. Some individual instruction and remediation of the topics may be needed for some students.
- Stress the importance of knowing basic math skills.
- Handout 1 should only be used for those students who do not know how to add, subtract, or multiply.

ADDITION TABLE

- Put finger on first number to be added in the left hand column.
- Put finger on second number to be added in the top column.
- Slide fingers together to find answer.

MULTIPLICATION TABLE

- Put finger on first number to be multiplied in the left hand column.
- Put finger on second number to be multiplied in the top column.
- Slide fingers together to find answer.

SUBTRACTION TABLE

- Put finger on first number to be subtracted in the left hand column.

- Put finger on second number to be subtracted in the top column.

- Slide fingers together to find answer.

Objective 1

- Review each of the terms using examples on the chalkboard.

Objective 2

- Review definition of place values.

- Give many examples of numbers, labeling the place values of each.

  Expanded notation as shown in the Information Sheet is very helpful in teaching place values.

- Use Assignment Sheet 1 to reinforce skills.

Objective 3

- After students learn place values, teach rounding according to directions given in the Information Sheet.

- Use Assignment Sheet 2 to reinforce skills.

Objective 4

Addition of Whole Numbers

- Make sure students can add two single-digit numbers together. If they can't, use the addition table in Handout 1 to teach simple addition.

- Follow directions given in the Information Sheet.

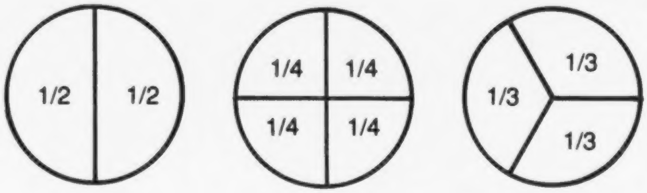
Addition of Decimals

- Teach students following directions in the Information sheet.

Addition of Fractions

- Teach students following directions in the Information Sheet. If students do not understand the concept of fractions, draw a circle on the chalkboard and split it into parts showing the fractional parts.

"Pie diagrams"



- Use Assignment Sheet 3 to reinforce these skills.

Objective 5

- Make sure students understand the concept of subtraction. If they do not understand, use the subtraction table in Handout 1. Follow the directions given in the information sheets to teach subtraction of whole numbers, decimals and fractions. "Pie diagrams" may be used for remediation of subtraction of fractions.
- Use Assignment Sheet 4 to reinforce these skills.

Objective 6

- Make sure that students understand the concept of multiplication. The student should understand the fact that multiplication is just repeated addition.

(1) (2) (3) (4)
NOTE: 2 + 2 + 2 + 2 = 8
2 x 4 = 8

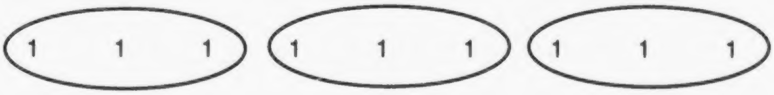
- If more remediation is needed use the multiplication table in Handout 1. Follow the same directions as for addition table.
- Follow the directions given in the Information Sheet to teach multiplication.
- Use Assignment Sheet 5 to reinforce this skill.

Objective 7

- To teach division, the students must understand that division is just repeated subtraction.

- Follow the instructions in the Information Sheet to teach division.
- If more remediation is needed use grouping techniques.

NOTE: How many groups of 3 can you get out of 9?



Answer: 3

- Use Assignment Sheet 6 to reinforce this skill.

Objective 8

- Identification of the parts of a fraction are covered in Objective 1.

Objective 9

- Follow the directions given in the Information Sheet to teach identification of the parts of a fraction.
- Use Assignment Sheet 7 to reinforce this skill.

Objectives 10, 11, and 12

- Follow the directions as given in the Information Sheet for teaching.

Objective 13

- Follow the directions given in the Information Sheet for teaching.
- Use Assignment Sheet 8 to reinforce this skill.

Objective 14

- Follow the directions given in the Information Sheet for teaching.
- Use Assignment Sheet 9 to reinforce this skill.

Objective 15

- Teach students how to figure weekly and monthly pay following the directions in the Information Sheet.
- Use the wage definitions in the Information Sheet to help students understand the concept of pay.
- Use Assignment Sheet 10 to reinforce this skill.

Objective 16

- Students must understand all math concepts before they can successfully solve word problems.
- Follow steps 1-7 in the Information Sheet, Objective 16 to solve problems.
- Use Assignment Sheet 11 to reinforce this skill.

APPLICATION

Objective 17

- To reduce fractions to the lowest terms, the student must first understand division.
- Follow the directions as given in Objective 4 section, - Adding Fractions, step 4 in the Information Sheet.
- Use Assignment Sheet 12 to reinforce this skill.

Objective 18

- Use Assignment Sheet 13 to review Objectives 10, 11, and 12.

Objective 19

- Use Assignment Sheet 14 and Handout 2 to teach the use of military time.

EVALUATION

Pretest

- Give pretest and determine for each student the objective areas in which the student needs the most work.
- If needed create supplementary materials for individual students as needed.

Written Test

- Explain to students that they will be asked to demonstrate on the written test their knowledge of basic math functions and solving word problems.
- Give written test.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.

UNIT REFERENCES

- Charles D. Miller and Vern E. Heeren, *Mathematical Ideas*, fifth edition, American River College, Scott Foresman and Company, Glenview, Illinois, 1969.
- James Streeter and Gerald Alexander, *Basic Mathematical Skills*, second edition, Clackamus Community College, McGraw-Hill Book Company, New York, New York.

OBJECTIVE 1

1. d
2. a
3. k
4. f
5. l
6. b
7. c
8. e
9. i
10. h
11. j
12. g

OBJECTIVE 2

1. Millions
2. Hundred Thousands
3. Ten Thousands
4. Thousands
5. Hundreds
6. Tens
7. Ones
8. Tenths
9. Hundredths
10. Thousandths

OBJECTIVE 3

1. 40
2. 700
3. 6,467.9
4. 8000
5. 34.57
6. 2.456
7. 57

OBJECTIVE 4

1. 697
2. 97.415
3. 743
4. 15,683.97
5. 1/4
6. 5 1/2

OBJECTIVE 5

1. 3,350,708
2. 352.21
3. 3/8
4. 6 7/12
5. 2,456,286.965
6. 5,068.989

OBJECTIVE 6

1. 175
2. 14,973
3. 1,842.4989
4. 212,666.81991
5. 7/12
6. 5/6

OBJECTIVE 7

1. 9 $^{R.}$ 4
2. 1393 $^{R.}$ 1
3. 30 $^{R.}$ 6
4. 3 $^{R.}$ 15
5. 1/2
6. 24/7 or 3 3/7

OBJECTIVE 8

1. $\frac{\text{numerator}}{\text{denominator}}$
2. $\frac{\text{numerator}}{\text{denominator}}$

OBJECTIVE 9

1. P
2. I
3. I
4. M
5. I
6. P

OBJECTIVES 10 - 12

1. 67/100
2. 78%
3. 99%, 99/100
4. 0.33
5. 0.74, 74%

OBJECTIVE 13

1. 15/4
2. 29/6
3. 27/2
4. 99/10
5. 114/15
6. 49/3

OBJECTIVE 14	1. 1 1/12 2. 1 3. 2 4. 1 7/16 5. 8 1/9 6. 2
OBJECTIVE 15	1. $140 2. $112
OBJECTIVE 16	1. $21.50 2. $97.60
OBJECTIVE 17-19	Refer to answers to Assignment Sheets 12 through 14.

HANDOUT 1

BASIC MATH

XI

TABLES

+	1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9	10
2	3	4	5	6	7	8	9	10	11
3	4	5	6	7	8	9	10	11	12
4	5	6	7	8	9	10	11	12	13
5	6	7	8	9	10	11	12	13	14
6	7	8	9	10	11	12	13	14	15
7	8	9	10	11	12	13	14	15	16
8	9	10	11	12	13	14	15	16	17
9	10	11	12	13	14	15	16	17	18

x	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

-	1	2	3	4	5	6	7	8	9
1	0	X	X	X	X	X	X	X	X
2	1	0	X	X	X	X	X	X	X
3	2	1	0	X	X	X	X	X	X
4	3	2	1	0	X	X	X	X	X
5	4	3	2	1	0	X	X	X	X
6	5	4	3	2	1	0	X	X	X
7	6	5	4	3	2	1	0	X	X
8	7	6	5	4	3	2	1	0	X
9	8	7	6	5	4	3	2	1	0

7

MILITARY TIME

Military time is a way of expressing time on a 24 hour clock rather than a 12 hour clock. Military time is figured by the following steps;

1) If the time on a 12 hour clock is a.m. time, the numbers are the same as Military time.

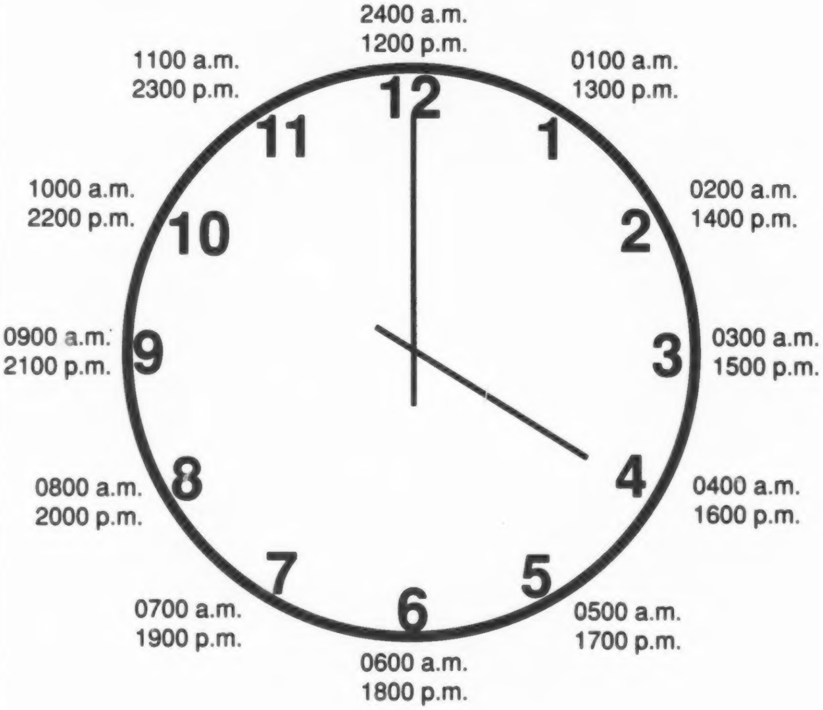
2) If the a.m. time is 12:10 the Military time will be 00:10

   NOTE: 12:15 a.m. would be 00:15 hours

3) If the time on a 12 hour clock is p.m. time, add 12 to the hour and you will have Military time.

4) Express Military time in hours using four digits.

   NOTE: 1:00 a.m. is 01:00 hours. 3:00 p.m. is 15:00 hours


2400 a.m.
1200 p.m.
0100 a.m.
1300 p.m.
0200 a.m.
1400 p.m.
0300 a.m.
1500 p.m.
0400 a.m.
1600 p.m.
0500 a.m.
1700 p.m.
0600 a.m.
1800 p.m.
0700 a.m.
1900 p.m.
0800 a.m.
2000 p.m.
0900 a.m.
2100 p.m.
1000 a.m.
2200 p.m.
1100 a.m.
2300 p.m.
12
1
2
3
4
5
6
7
8
9
10
11

PRETEST | BASIC MATH | XI

OBJECTIVE 1

Match terms associated with basic math functions to their correct definitions. Write the correct letter in the blank.

____ 1. Answer to a division problem

____ 2. Top number of a fraction

____ 3. Number to be divided

____ 4. Answer to a multiplication problem

____ 5. Bottom number of a fraction

____ 6. Number by which you divide

____ 7. Answer to an addition problem

____ 8. Has a numerator and denominator (Shows a portion of something)

____ 9. Answer to a subtraction problem

___ 10. A fraction whose denominator is 10

___ 11. Number that is left over after division is complete

___ 12. Numbers that are multiplied

a. Numerator

b. Divisor

c. Sum or Total

d. Quotient

e. Fractions

f. Product

g. Factors

h. decimal

i. Difference

j. Remainder

k. Dividend

l. Denominator

m. Minuend

n. Digits

o. Addends

p. Whole Numbers

OBJECTIVE 2

Name the place values of whole numbers and decimals. Name the place values of the number 6,792,013.485.

1. 6- ______________________________
2. 7- ______________________________
3. 9- ______________________________
4. 2- ______________________________
5. 0- ______________________________
6. 1- ______________________________
7. 3- ______________________________
8. 4- ______________________________
9. 8- ______________________________
10. 5- ______________________________

OBJECTIVE 3

Round numbers to a given place value.

1. 35 to the nearest ten ______________________
2. 654 to the nearest hundred ______________________
3. 6,467.89 to the nearest tenth ______________________
4. 7,923 to the nearest thousand ______________________
5. 34.567 to the nearest hundredth ______________________
6. 2.4561 to the nearest thousandth ______________________
7. 56.73 to the nearest one ______________________

OBJECTIVE 4

Solve problems involving addition of numbers and fractions.

1. 463 + 234 =
2. 54.12 + 43.295 =

3. 568
35
134
+ 6

4. 9105.65
101.20
6452.12
+ 25.00

5. $\frac{1}{8} + \frac{1}{8} =$

6. $\begin{array}{r} 2\frac{1}{3} \\ \underline{+\ 3\frac{1}{6}} \end{array}$

OBJECTIVE 5

Solve problems involving subtraction of numbers and fractions.

1. $\begin{array}{r} 3,451,910 \\ \underline{-\ 101,202} \end{array}$

2. $\begin{array}{r} 802.56 \\ \underline{-\ 450.35} \end{array}$

3. $\frac{3}{4} - \frac{3}{8} =$

4. $\begin{array}{r} 12\frac{11}{12} \\ \underline{-\ 6\frac{1}{3}} \end{array}$

5. $\begin{array}{r} 2,456,710.000 \\ \underline{-\ 423.035} \end{array}$

6. 5320.417 - 251.428 =

OBJECTIVE 6

Solve problems involving multiplication of numbers and fractions.

1. $\begin{array}{r} 35 \\ \underline{\times\ 5} \end{array}$

2. $\begin{array}{r} 651 \\ \underline{\times\ 23} \end{array}$

3. $\begin{array}{r} 1630.53 \\ \underline{\times\ 1.13} \end{array}$

4. 543.891 x 391.01

5. $\frac{5}{6} \times \frac{7}{10} =$

6. $\frac{13}{15} \times \frac{25}{26} =$

OBJECTIVE 7

Solve problems involving division of numbers and fractions.

1. $7\overline{)67}$ R.

2. $9\overline{)12538}$ R.

3. $2.5\overline{)75.6}$ R.

4. $12.3\overline{)48.12}$ R.

5. $\frac{3}{5} \div \frac{6}{5} =$

6. $\frac{12}{13} \div \frac{7}{26} =$

OBJECTIVE 8

Identify the parts of a fraction.

1. $\frac{2\ \text{-}}{7\ \text{-}}$

2. $\frac{5\ \text{-}}{6\ \text{-}}$

OBJECTIVE 9

Distinguish between proper, improper, and mixed fractions.
Directions: Write P for proper fractions, I for improper fractions, and M for mixes numbers.

1. 3/5 2. 6/5

3. 4/4 4. 3 3/4

5. 7/4 6. 9/10

OBJECTIVES 10, 11, and 12

Write decimal, fraction, or percent equivalent to complete table.

DECIMAL	PERCENT	FRACTION
1. 0.67	67%	____
2. 0.78	____	39/50
3. 0.99	____	____
4. ____	33%	33/100
5. ____	____	37/50

OBJECTIVE 13

Convert mixed numbers to improper fractions.

1. 3 3/4 = 2. 4 5/6 =

3. 13 1/2 = 4. 9 9/10 =

5. 7 14/15 = 6. 16 1/3 =

OBJECTIVE 14

Convert improper fractions to mixed or whole numbers.

1. 13/12 = 2. 4/4 =

3. 14/7 = 4. 23/16 =

5. 74/9 =

6. 32/16 =

OBJECTIVE 15

Solve problems dealing with wages given the information in sentence form.

1. If a student works 40 hours for a rate of $ 3.50 per hour, what is this student's gross pay?

2. If this student's employer withholds 20% of gross pay for taxes, what is this student's net pay?

OBJECTIVE 16

Analyze word problems and compute the answers.

1. You enter a bookstore with $50.00. If you buy three books which cost $12.25, $7.30, and $8.95, how much money will you leave the bookstore with?

2. A sales clerk sells a customer 5 clothing items. They include: 2 pair of pants @ $15.35 per pair, 2 shirts @ $15.95 per shirt, and A pair of shoes @ $35.00, how much will the customer pay excluding tax?

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 17 **Reduce fractions to the lowest terms.** SCORE ________

OBJECTIVE 18 **Write numbers as decimals, fractions, and percents.** SCORE ________

OBJECTIVE 19 **Compute military time.** SCORE ________

INFORMATION SHEET | **BASIC MATH** | **XI**

OBJECTIVE 1

Match terms associated with basic math functions to their correct definitions.

- **Digit**—Any one of the ten symbols, 0 to 9, by which all numbers may be expressed
- **Whole numbers**—Any number greater than or equal to 0 which does not contain a fractional part

  NOTE: (0, 1, 2, 3, 4, 5 ...) are whole numbers
  (1.1, 1.2, 1.3, 1.4 ...) are not whole numbers

- **Fractions**—A number having a numerator and a denominator which shows a part of something

  NOTE: Example of a fraction (1/2, 3/4, 4/5)

- **Numerator**—The top number of a fraction
- **Denominator**—The bottom number of a fraction

  NOTE: $\frac{1}{2}$ - Numerator
  - Denominator

- **Decimals**—Special fractions whose denominators are a multiple of 10 (10, 100, 1000, etc.) but are expressed as a number with a decimal point rather than as a fraction

  NOTE: 1/10 = 0.1, 6/10 = 0.6, 1/100 = 0.01, 6/100 = 0.06

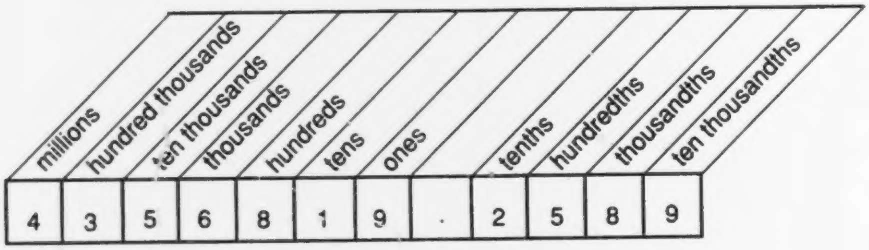
- **Addends**—Numbers that are added together
- **Sum or Total**—Answer to an addition problem
- **Minuend**—Number from which another is being subtracted
- **Subtrahend**—Number which is being subtracted from
- **Difference**—Answer to a subtraction problem
- **Factors**—Numbers that are multiplied
- **Product**—Answer to a multiplication problem
- **Divisor**—Number by which you divide
- **Dividend**—Number to be divided

- **Quotient**—Answer to a division problem
- **Remainder**—Number that is left over after the division is complete

  NOTE: 15 - 4 = 3 with a remainder of 3

OBJECTIVE 2

Name place values of whole numbers and decimals. (Assignment Sheet 1)



millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones		tenths	hundredths	thousandths	ten thousandths
4	3	5	6	8	1	9	.	2	5	8	9

- **Place values**—Place value of a number is determined by which place in the place value grid the number is in.

  NOTE: In the number 236,915.784

  2 means 2 hundred thousands
  3 means 3 ten thousands
  6 means 6 thousands
  9 means 9 hundreds
  1 means 1 ten
  5 means 5 ones
  7 means 7 tenths
  8 means 8 hundredths
  4 means 4 thousandths OR

(2 x 100,000) + (3 x 10,000) + (6 x 1,000) + (9 x 100) + (1 x 10) + (5 x 1) + (7 x 0.1) + (8 x 0.01) + (4 x 0.001)

[This is known as expanded notation]

OBJECTIVE 3

Round numbers to a given place value. (Assignment Sheet 2)

1. Consider the number immediately to the right of the given place value.

2. If the digit to the right of the given place is less than 5, replace it and all the digits that follow it with zeroes.

3. If the digit in the place to the right of the given place is 5 or greater, replace it and all the numbers following it with zeroes, but add one to the digit in the given place.

EXAMPLE: 456 rounded to the nearest ten would be 460
463 rounded to the nearest ten would be 460
1.25 rounded tothe nearest tenth would be1.30
1.45 rounded to the nearest one would be 1.00
1.55 rounded to the nearest one would be 2.00

OBJECTIVE 4 **Solve problems involving addition of numbers and fractions.**

- Adding whole numbers

  1. Write the numbers one under another with the one's column in a straight line.

  2. Begin by adding the ones column, then the tens, etc.

  EXAMPLE:
  $$\begin{array}{r} 25 \\ +\ 23 \\ \hline 8 \end{array} \qquad \begin{array}{r} 25 \\ +\ 23 \\ \hline 48 \end{array}$$

- Adding decimals

  1. Line up the decimal points in the numbers.

  EXAMPLE:
  $$\begin{array}{r} 23.41 \\ \underline{+\ 1.30} \end{array}$$

  2. Carry decimal point down to answer line.

  EXAMPLE:
  $$\begin{array}{r} 23.41 \\ \underline{+\ 1.30} \end{array}$$

  3. Add as with whole numbers.

  EXAMPLE:
  $$\begin{array}{r} 23.41 \\ +\ 1.30 \\ \hline 24.71 \end{array}$$

- Adding Fractions

  1. Find a common denominator. This is done by finding a number that all of the denominators will divide into evenly.

     NOTE: The common denominator of (2/3, 5/6) 3 and 6 both divide into six, so the common denominator is six.

  2. Find the equivalent fractions using the common denominators.

     EXAMPLE: $\frac{2}{3} \times \_ = \frac{\_}{6}$ $\qquad \frac{2}{3} \times \frac{2}{2} = \frac{4}{6}$

  3. Once you have found the equivalent fractions, add the numerators of the fractions leaving the denominator the same.

     EXAMPLE: $\frac{2}{3} + \frac{5}{6} = \frac{4}{6} + \frac{5}{6} = \frac{9}{6}$

  4. Then reduce the answer to the lowest terms. Do this by checking to see if both the numerator and the denominator are divisible by the same number, and by changing improper fractions to mixed numbers.

     NOTE: In the number 9/6, 9 and 6 are both divisible by 3 so this would reduce to 3/2. (9-3=3 and 6-3=2) 3/2 is still improper (an improper fraction is one whose numerator is equal to or larger than its denominator). So, divide 2 into 3 which goes 1 time with a remainder of 1, so the new mixed number is 1 and 1/2, written 1 1/2.

OBJECTIVE 5 **Solve problems involving subtraction of numbers and fractions.** (Assignment Sheet 4)

- Subtracting Whole Numbers

  1. Line up the ones column of numbers.

     EXAMPLE:
     $$\begin{array}{r} \mathbf{2731} \\ \underline{-\ 25} \end{array}$$

  2. Begin by subtracting the ones column. Subtract the bottom number from the top number. If the top number is less than the bottom number borrow one group of ten from the tens column.

NOTE: $\begin{array}{r} 2731 \\ -\ 25 \\ \hline 6 \end{array}$ 1 is less than 5. Borrow on group of ten from the tens column to make the one 11 and then subtract. The three became a 2 and the one became 11.

3. Continue with the tens column, the hundreds column, and so on.

- Subtracting Decimals

1. Line up the decimal points of the numbers.

EXAMPLE: $\begin{array}{r} 27.19 \\ \underline{-\ 5.\ 36} \end{array}$

2. Bring the decimal point down to the answer line.

EXAMPLE: $\begin{array}{r} 27.19 \\ \underline{-\ 5.\ 36} \end{array}$

3. Subtract as with whole numbers.

- Subtracting Fractions

1. If the problem involves only fractions and no whole numbers, find the common denominator of the two fractions and subtract the numerator of the second fraction from the numerator of the first fraction.

EXAMPLE: $\frac{1}{4} - \frac{1}{8} =$ $\frac{2}{8} - \frac{1}{8} = \underline{1}$

And then put the common denominator under the new numerator

EXAMPLE: $\frac{2}{8} - \frac{1}{8} = \frac{1}{8}$

2. If the problem contains whole numbers, line up the ones column of the whole numbers.

EXAMPLE: $\begin{array}{r} 2\ \frac{1}{4} \\ -1\ \frac{1}{8} \\ \hline \end{array}$

3. Then find the common denominator of the fractions.

EXAMPLE:

$$\begin{array}{r} 2\,\frac{2}{8} \\ -1\,\frac{1}{8} \\ \hline \end{array}$$

4. If the first fraction's numerator is greater than the second fraction's, subtract the fractional part first and then the whole number part.

EXAMPLE:

$$\begin{array}{r} 2\,\frac{2}{8} \\ -1\,\frac{1}{8} \\ \hline \frac{1}{8} \end{array} \quad \text{then} \quad \begin{array}{r} 2\,\frac{2}{8} \\ -\,1\,\frac{1}{8} \\ \hline 1\,\frac{1}{8} \end{array}$$

5. If the first fraction's numerator is less than the second fraction's you have to borrow one from the whole number and write it above the ones place, and then add the fraction that is equivalent to one using the common denominator of the fractions to the first fraction.

EXAMPLE:

$$\begin{array}{r} 5\,\frac{3}{8} \\ -\;\;2\,\frac{4}{8} \\ \hline \end{array} \qquad \begin{array}{r} 5\,\frac{3}{8}+\frac{8}{8} \\ -\;2\,\frac{4}{8} \\ \hline \end{array} \qquad \begin{array}{r} 4\,\frac{11}{8} \\ -\;\;2\,\frac{4}{8} \\ \hline \end{array}$$

6. Subtract the fractional part, and then the whole number part.

OBJECTIVE 6

Solve problems involving multiplication of numbers and fractions. (Assignment Sheet 5)

1. Line up the ones digits of the numbers with the largest number on top.

2. Multiply the number in the one's column and write the one's result in the one's column and carry over the tens.

NOTE:

$$\begin{array}{r} 2 \\ 25 \\ \times\;\;4 \\ \hline \end{array}$$

$5 \times 4 = 20$

Write the 0 in the one's column and carry the 2.

3. Multiply the number in the one's column of the bottom number by the number in the ten's column of the top number and add any number that is carried over.

   EXAMPLE:
   $$\begin{array}{r} 2 \\ 25 \\ \underline{\text{x } 4} \\ 100 \end{array} \qquad 4 \text{ x } 2 = 8 + 2 = 10$$

4. Write the first numeral on the right in the ten's column and carry the other number if there is one.

5. Continue to multiply every number in the top number by every number in the bottom number. Begin the answer for the ones column directly below the ones column, begin the answer for the tens column one space to the left of the answer for the ones column, and continue in this manner.

   EXAMPLE:
   $$\begin{array}{r} 25 \\ \underline{\text{x } 11} \\ 25 \\ \underline{25} \end{array}$$

6. Then finish the problem by adding each of the columns.

   EXAMPLE:
   $$\begin{array}{r} 25 \\ \underline{\text{x } 11} \\ 25 \\ \underline{25} \\ 275 \end{array}$$

- Multiplying Decimals

  1. Multiply the same as with whole numbers disregarding the decimal points. (Do not line up the decimal points to multiply decimals.)

     EXAMPLE:
     $$\begin{array}{r} 2.53 \\ \underline{\text{x } 1.1} \\ 253 \\ \underline{253} \\ 2783 \end{array}$$

  2. Count the number of decimal places to the right of the decimal point in each for the numbers being multiplied.

     NOTE:
     $$\begin{array}{rl} 2.53 & \text{(Two decimal places)} \\ \underline{\text{x } 1.1} & \text{(One decimal place)} \end{array}$$

3. Add the number of decimal places to the right of the decimal point in both numbers and begin at the far right of the product and count to the left that number of times.

NOTE:
$$\begin{array}{rl} 2.53 & \text{(Two decimal places)} \\ \underline{\times\ 1.1} & \text{(One decimal place)} \\ 253 & \\ \underline{253} & \\ 2.783 & \text{(Three decimal places)} \end{array}$$

- Multiplying Fractions

1. Write the fractions side by side.

EXAMPLE: $\frac{1}{4} \times \frac{1}{3}$

2. Multiply the numerators.

EXAMPLE: $\frac{1}{4} \times \frac{1}{3} = \frac{1}{}$

3. Multiply the denominators.

EXAMPLE: $\frac{1}{4} \times \frac{1}{3} = \frac{1}{12}$

4. Reduce the fraction if needed.

OBJECTIVE 7 **Solve problems involving division of numbers and fractions.** (Assignment Sheet 6)

- Dividing Whole Numbers

1. Write the number to be divided (dividend) within the division frame; write the divisor outside.

EXAMPLE: $6\overline{)4500}$

2. If the divisor is one number, determine how many times the divisor will divide (go into) the first one or two numbers of the dividend. If the divisor is two numbers, how many times the divisor will divided into the first two or three numbers, etc.

EXAMPLE:
$$\begin{array}{r} 7 \\ 6\overline{)4500} \end{array}$$

3. Multiply the divisor by the number computed in step 2. (Multiply the number by first the ones column of the divisor, then the tens column, so on.)

   EXAMPLE: $6 \times 7 = 42$

4. Write the product from step 3 under the dividend.

   EXAMPLE:

$$\begin{array}{r} 7 \\ 6\,\overline{)4500} \\ 42 \end{array}$$

5. Subtract the product from the numbers of the dividend that are directly above the product.

   EXAMPLE:

$$\begin{array}{r} 7 \\ 6\,\overline{)4500} \\ \underline{42} \\ 3 \end{array}$$

6. Bring the next number down to the remainder from step 5, and divide as before. If the divisor is too large to divide into the number, write a 0 on the quotient line for that place and bring down the next number.

   EXAMPLE:

$$\begin{array}{r} 750 \\ 6\,\overline{)4500} \\ \underline{42} \\ 30 \\ \underline{30} \\ 0 \end{array}$$

   NOTE: When the remainder comes out 0 before all the numbers are divided bring down the next number and continue to divide, unless the numbers remaining in the dividend are zeros. If they are all zeroes, fill in zeroes to the end of the dividend as shown in the example above.

- Dividing Decimals

1. Write the numbers as before.

2. If the divisor is a whole number, move the decimal point straight up to the quotient line and divide as with whole numbers.

EXAMPLE:

$$\begin{array}{r} 6.1 \\ 6\,\overline{)36.6} \\ \underline{36} \\ 0\;6 \\ \underline{\;6} \\ 0 \end{array}$$

3. If the divisor is a decimal, move the decimal point as far to the right as possible making the decimal a whole number. Count the number of places the decimal point was moved and move the decimal point in the dividend the same number of places. (The new decimal place should be marked by a carat [^]).

EXAMPLE: $6.1_{\wedge}\ 21.9_{\wedge}6$

NOTE: Denotes the number of places moved.

4. Move the decimal point to the quotient line directly above the carat and divide as with whole numbers.

EXAMPLE:

$$\begin{array}{r} 3.6 \\ 6.1_{\wedge}\overline{)21.9_{\wedge}6} \\ \\ \underline{18\;3^{\wedge}} \\ 3\;6\;6 \\ \underline{3\;6} \\ 0 \end{array}$$

- Remainder in Division
- A remainder occurs when all the numbers have been divided and the remainder at the bottom of the problem is not 0.
- Verifying an Answer to a Division Problem
- Multiply the quotient and the divisor and add any remainder, and the answer should be the dividend.

- Dividing Fractions

  1. Write the fractions side by side, dividend first, then divisor.

     EXAMPLE: $\frac{1}{4} \div \frac{1}{3} =$

  2. Invert the second (divisor), meaning turn the fraction over.

     EXAMPLE: $\frac{1}{4} \quad \frac{3}{1} =$

  3. Then multiply the fractions.

     EXAMPLE: $\frac{1}{4} \times \frac{3}{1} = \frac{3}{4}$

  4. Reduce fraction if necessary.

OBJECTIVE 8

Identify the parts of a fraction.

- Numerator—top number of a fraction
- Denominator—Bottom number of a fraction

EXAMPLE: $\underline{3}$ - Numerator
4 - Denominator

OBJECTIVE 9

Distinguish between proper, improper, and mixed fractions. (Assignment Sheet 7)

- Proper fractions are fractions in which the numerator is less than the denominator.
- Improper fractions are fractions in which the numerator is greater than or equal to the denominator.
- Mixed numbers contain a whole number and a fraction.

OBJECTIVE 10

Write fractions as decimals and percents.

- Writing Fractions as Decimals

  1. Divide the numerator of the fraction by its denominator, by adding a decimal point and zeroes to the numerator and dividing as a decimal.

2. The quotient is the decimal equivalent of the fraction.

EXAMPLE: $\frac{7}{50}$

$$\begin{array}{r} .14 \\ 50\overline{)\,7.00} \\ \underline{5\,0} \\ 2\,00 \\ \underline{2\,00} \\ 0 \end{array}$$

- Writing Fractions as Percents

1. Find the decimal equivalent of the fraction.
2. Move the decimal point two places to the right.
3. Add a percent sign following the number, and this is the percent equivalent of the fraction.

EXAMPLE: $\frac{7}{50} = .14 = 14\%$

OBJECTIVE 11

Write decimals as fractions and percents.

- Writing Decimals as Fractions

1. Write the decimal without the decimal point. This will be the numerator of the fraction.
2. The denominator is one followed by as many zeroes as there are places following the decimal point.
3. Reduce the fraction if necessary.

EXAMPLE. $.25 = \frac{25}{100} = \frac{1}{4}$

- Writing Decimals as Percents

1. Move the decimal point two places to the right.
2. Add a percent sign following the number. This is the percent equivalent.

OBJECTIVE 12

Write percents as decimals and fractions.

- Write Percents as Decimals

1. Remove the percent sign.

2. Move the decimal point two places to the left.
3. This number is the equivalent decimal.

EXAMPLE: 25% = .25

- Write Percents as Fractions

1. Remove the percent symbol and write the number.

This is the numerator of the fraction.

2. The denominator is 100.
3. Reduce the fraction if necessary.

EXAMPLE: $25\% = \frac{25}{100} = \frac{1}{4}$

OBJECTIVE 13

Convert mixed numbers to improper fractions.
(Assignment Sheet 8)

1. Multiply the denominator of the fraction by the whole number portion of the mixed number.
2. Add the numerator of the fraction to that product.
3. Write that sum over the original denominator to form the improper fraction.

EXAMPLE: $2\frac{3}{4}$ $4 \times 2 = 8 + 3 = 11$ $\frac{11}{4}$

OBJECTIVE 14

Convert improper fractions to mixed or whole numbers.
(Assignment Sheet 9)

1. Divide the numerator by the denominator.
2. If there is a remainder, write the remainder over the original denominator.

EXAMPLE: $\frac{13}{4}$ $13 \div 4 = 3^{R.}\ 1$ $\frac{13}{4} = 3\frac{1}{4}$

OBJECTIVE 15

Solve problems dealing with wages given the information in sentence form. (Assignment Sheet 10)

- Wage Definitions

- Gross pay—Total of employees pay, federal taxes, state taxes, and other benefits

- Net pay—Take home pay. The amount the employee receives after all taxes and benefits have been deducted.

- Pay rate—The amount the employee is paid per day, per week, or per month

- Overtime pay—Usually 1 and 1/2 times the regular pay rate. If overtime pay is any more than this or any less than this, it is usually stated.

OBJECTIVE 16

Analyze word problems and compute answers.
(Assignment Sheet 11)

1. Read the problem carefully to determine the given information and what you are asked to find.
2. Re-read the problem to be sure that you understand the problem.
3. Decide upon the operations to be used.
4. Write down the complete statement necessary to solve the problem.
5. Do the calculations.
6. Go back and check answers.
7. Re-read the problem and check to make sure that you have answered what the problem asked for.

- Monthly Pay = Weekly Pay x Number of Weeks Worked
- Weekly Pay = Daily Pay x Number of Days Worked
- Daily Pay = Hourly Pay x Number of Hours Worked in Day
- Figuring how much is left if you began with a certain amount.
    1. Add all the amounts spent.
    2. Subtract this amount from the amount you had to begin with.
- Figuring interest on a loan

1. Multiply the amount of the loan by the decimal equivalent of the interest rate.
2. Round this answer off to the hundredth place.
3. Add the amount of interest (STEP 2) to the amount of the loan. This is the total amount that will be paid back.

- Figuring monthly payments from a yearly amount

1. Divide the yearly amount by 12.
2. Round the answer off to the hundredths place.

- Averaging numbers
- Add all the numbers together and divide by the total number of items.
- To cut something in half
- Multiply the original amount by 1/2.

ASSIGNMENT SHEET 1

BASIC MATH

XI

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OBJECTIVE 2

Name place values of whole numbers and decimals.

INTRODUCTION

Objective 2 in this unit deals with naming place values of numbers. The exercises on this assignment sheet reinforce this skill.

DIRECTIONS

Name the place value of the underlined number in the following whole numbers or decimals.

1. $6\underline{4}0$ - ______________
2. $\underline{3}20.923$ - ______________
3. $12.2\underline{5}$ - ______________
4. $27\underline{3}.65$ - ______________
5. $754.\,10\underline{6}$ - ______________
6. $2\underline{5},649$ - ______________
7. $64.\underline{5}96$ - ______________
8. $4\underline{2}3,695$ - ______________
9. $\underline{3}39.1$ - ______________
10. $396.5\underline{3}$ - ______________
11. $4.967\underline{8}$ - ______________
12. $76\underline{0}.93$ - ______________
13. $643.5\underline{1}$ - ______________
14. $\underline{4}639.13$ - ______________
15. $69.43\underline{6}$ - ______________
16. $12.\underline{4}536$ - ______________

DIRECTIONS

Using the number 43,679.1850, identify the number that is in each of the following places.

1. Hundreds - __________
2. Tenths - ______________
3. Thousandths - _______
4. Thousands - ________
5. Tens - ______________
6. Hundredths - _______
7. Ones - ______________
8. Ten Thousands - _____
9. Ten Thousandths - ___

ASSIGNMENT SHEET 2

BASIC MATH

XI

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OBJECTIVE 3 **Round numbers to given place value.**

INTRODUCTION After learning place values in Objective 2, the student must then be able to apply this skill. Objective 3 in this unit deals with rounding numbers to given place values. The exercises on this assignment sheet reinforce this skill.

DIRECTIONS Round the following numbers to the given place value.

THOUSANDS PLACE VALUE

1. 5603 ______________
2. 6798 ______________
3. 4063 ______________
4. 4576 ______________
5. 6388 ______________
6. 2570 ______________

HUNDREDS PLACE VALUE

1. 10,640 ______________
2. 659 ______________
3. 9,630 ______________
4. 789 ______________
5. 839 ______________
6. 293 ______________

TENS PLACE VALUE

1. 12,349 ______________
2. 635 ______________
3. 28 ______________
4. 542 ______________
5. 254 ______________
6. 263 ______________

ONES PLACE VALUE

1. 25.13 ______________
2. 12.54 ______________
3. 111.67 ______________
4. 1.66 ______________
5. 9.6 ______________
6. 10.1 ______________

TENTHS PLACE VALUE

1. 10.654 ______________
2. 43.56 ______________
3. 2.85 ______________
4. 51.75 ______________
5. 33.91 ______________
6. 93.68 ______________

HUNDREDTHS PLACE VALUE

1. 232.634 ______________
2. 105.3124 ______________
3. 46.759 ______________
4. 9.333 ______________
5. 89.105 ______________
6. 160.718 ______________

THOUSANDTHS PLACE VALUE

1. 1.3469 ______________
2. 105.3124 ______________
3. 3.6538 ______________
4. 6.7892 ______________
5. 6.4783 ______________
6. 7.3178 ______________

ASSIGNMENT SHEET 3

BASIC MATH

XI

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OBJECTIVE 4 **Solve problems involving addition of numbers and fractions.**

INTRODUCTION Objective 4 in this unit deals with the addition of whole numbers, decimals, and fractions. The exercises on this assignment sheet reinforce these skills.

DIRECTIONS Add the following whole numbers.

1. 646
+ 23

2. 1240
+ 965

3. 4356
+ 103

4. 10,643
+ 1,035

5. 9999
+ 999

6. 43,956
+ 7,897

7. 23,640
+ 1,595

8. 436,987
+ 545,910

9. 6,397,843
+ 1,439,876

10. 23,678
3,453
750
1,305
+ 630

11. 6396
4578
9630
+ 5430

12. 63,798
45,689
77,898
+ 34,567

13. 73,968
4,351
10,362
+ 7,707

14. 7,369
10,436
354
18,637
+ 79,836

15. 787,598
63,790
5,434
73,545
+ 1,034,569

DIRECTIONS

Add the following decimals.

1. $\begin{array}{r} 23.567 \\ +\ 19.250 \\ \hline \end{array}$

2. $\begin{array}{r} 45.6789 \\ +\ 67.3196 \\ \hline \end{array}$

3. $\begin{array}{r} 94.368 \\ +\ 264.917 \\ \hline \end{array}$

4. $\begin{array}{r} 356.71 \\ +\ 17.92 \\ \hline \end{array}$

5. $\begin{array}{r} 794.120 \\ +\ 693.714 \\ \hline \end{array}$

6. $\begin{array}{r} 5.7329 \\ +\ 0.3152 \\ \hline \end{array}$

7. $\begin{array}{r} 6.793 \\ 1123.519 \\ +\ 45.910 \\ \hline \end{array}$

8. $\begin{array}{r} 512.370 \\ 4173.901 \\ +\ 81.394 \\ \hline \end{array}$

9. $\begin{array}{r} 42.573 \\ 6729.372 \\ +\ 617.329 \\ \hline \end{array}$

10. $\begin{array}{r} 3713.389 \\ 147.029 \\ +\ 0.001 \\ \hline \end{array}$

11. $\begin{array}{r} 4193.028 \\ 5617.302 \\ +\ 936.020 \\ \hline \end{array}$

12. $\begin{array}{r} 9201.832 \\ 1039.285 \\ +\ 4351.009 \\ \hline \end{array}$

13. $\begin{array}{r} 123.46 \\ 37.07 \\ 231.90 \\ +\ 34.51 \\ \hline \end{array}$

14. $\begin{array}{r} 3271.89 \\ 303.33 \\ 23.94 \\ +\ 128.59 \\ \hline \end{array}$

15. $\begin{array}{r} 1.23936 \\ 2.47193 \\ 4.01937 \\ +\ 0.00297 \\ \hline \end{array}$

DIRECTIONS

Add the following fractions. (Reduce answers to LOWEST terms.)

1. $\frac{1}{4} + \frac{1}{4} =$

2. $\frac{3}{6} + \frac{5}{6} =$

3. $\frac{12}{13} + \frac{13}{13} =$

4. $\begin{array}{r} 12\ \frac{45}{11} \\ 5\ \frac{3}{11} \\ +\quad \\ \hline \end{array}$

5. $\begin{array}{r} 1\ \frac{6}{13} \\ 20\ \frac{3}{26} \\ +\quad \\ \hline \end{array}$

6. $\begin{array}{r} 21\ \frac{3}{10} \\ 1\ \frac{7}{15} \\ +\quad \\ \hline \end{array}$

7. $$\begin{array}{r} 29\frac{5}{12} \\ 17\frac{5}{6} \\ + \\ \hline \end{array}$$

8. $$\begin{array}{r} 38\frac{8}{15} \\ 13\frac{3}{5} \\ + \\ \hline \end{array}$$

9. $$\begin{array}{r} 14\frac{7}{10} \\ 3\frac{9}{5} \\ + \\ \hline \end{array}$$

10. $\frac{13}{15} + \frac{14}{15} =$

11. $\frac{9}{13} + \frac{13}{13} =$

12. $\frac{5}{8} + \frac{19}{40} =$

13. $\frac{42}{50} + \frac{19}{25} =$

14. $\frac{43}{49} + \frac{5}{7} =$

15. $\frac{67}{70} + \frac{33}{35} =$

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OBJECTIVE 5

Solve problems involving subtraction of numbers and fractions.

INTRODUCTION

Objective 5 in this unit deals with subtraction of whole numbers, decimals, and fractions. The exercises on this assignment sheet reinforce these skills.

DIRECTIONS

Subtract the following whole numbers.

1. 317 - 20
2. 729 - 31
3. 931 - 95
4. 251 - 173
5. 829 - 626
6. 1004 - 999
7. 7201 - 3918
8. 6102 - 5994
9. 938 - 825
10. 45 - 17 =
11. 1392 - 459 =
12. 256 - 99 =
13. 19,245 - 17,986
14. 203,619 - 113,820
15. 610,283 - 592,501

DIRECTIONS Subtract the following decimals.

1. $\begin{array}{r} 310.47 \\ -\ 15.39 \\ \hline \end{array}$
2. $\begin{array}{r} 729.35 \\ -\ 539.26 \\ \hline \end{array}$
3. $\begin{array}{r} 719.78 \\ -\ 28.99 \\ \hline \end{array}$
4. $\begin{array}{r} 92.3179 \\ -\ 18.2917 \\ \hline \end{array}$
5. $\begin{array}{r} 51.9200 \\ -\ 6.9124 \\ \hline \end{array}$
6. $\begin{array}{r} 714.27 \\ -\ 699.93 \\ \hline \end{array}$
7. $4.53 - 0.98 =$
8. $71.24 - 45.73 =$
9. $0.316 - 0.295 =$
10. $\begin{array}{r} 782.74 \\ -\ 99.99 \\ \hline \end{array}$
11. $\begin{array}{r} 691.42 \\ -\ 595.83 \\ \hline \end{array}$
12. $\begin{array}{r} 92.610 \\ -\ 91.537 \\ \hline \end{array}$
13. $\begin{array}{r} 519.420 \\ -\ 486.529 \\ \hline \end{array}$
14. $\begin{array}{r} 4162.934 \\ -\ 3519.596 \\ \hline \end{array}$
15. $\begin{array}{r} 519.4260 \\ -\ 469.3791 \\ \hline \end{array}$

DIRECTIONS Subtract the following fractions.

1. $\frac{1}{3} - \frac{1}{4} =$
2. $\frac{3}{8} - \frac{1}{4} =$
3. $\frac{4}{9} - \frac{1}{3} =$
4. $\frac{2}{3} - \frac{1}{4} =$
5. $\frac{5}{6} - \frac{1}{4} =$
6. $\frac{8}{9} - \frac{7}{9} =$
7. $1\frac{1}{3} - \frac{3}{5} =$
8. $5\frac{8}{9} - 3\frac{4}{9} =$
9. $6\frac{7}{8} - 1\frac{3}{8} =$
10. $\begin{array}{r} 13\frac{6}{7} \\ -\ 5\frac{5}{7} \\ \hline \end{array}$
11. $\begin{array}{r} 20\frac{11}{12} \\ -\ 19\frac{1}{3} \\ \hline \end{array}$
12. $\begin{array}{r} 45\frac{1}{16} \\ -\ 30\frac{7}{8} \\ \hline \end{array}$
13. $\begin{array}{r} 126\frac{81}{90} \\ -\ 29\frac{19}{30} \\ \hline \end{array}$
14. $\begin{array}{r} 30\frac{50}{75} \\ -\ 6\frac{24}{25} \\ \hline \end{array}$
15. $\begin{array}{r} 51\frac{63}{99} \\ -\ 16\frac{9}{11} \\ \hline \end{array}$

ASSIGNMENT SHEET 5

BASIC MATH

XI

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OBJECTIVE 6 **Solve problems involving multiplication of numbers and fractions.**

INTRODUCTION Objective 6 deals with multiplication of whole numbers, decimals, and fractions. The exercises on this assignment sheet reinforce these skills.

DIRECTIONS Multiply the following whole numbers.

1. 963 x 7
2. 435 x 6
3. 569 x 10
4. 23 x 11
5. 875 x 12
6. 639 x 19
7. 98 x 89
8. 469 x 17
9. 543 x 22
10. 383 x 121
11. 748 x 315
12. 863 x 100
13. 4369 x 512
14. 1031 x 17
15. 2021 x 145

DIRECTIONS Multiply the following decimals.

1. $\begin{array}{r} 46.31 \\ \underline{\times\ \ 1.1} \end{array}$
2. $\begin{array}{r} 5.03 \\ \underline{\times\ 0.4} \end{array}$
3. $\begin{array}{r} 60.79 \\ \underline{\times\ 3.75} \end{array}$
4. $\begin{array}{r} 53.21 \\ \underline{\times\ 3.45} \end{array}$
5. $\begin{array}{r} 6.5 \\ \underline{\times\ 7.6} \end{array}$
6. $\begin{array}{r} 73.91 \\ \underline{\times\ 10.63} \end{array}$
7. $\begin{array}{r} 6.7 \\ \underline{\times\ 0.3} \end{array}$
8. $\begin{array}{r} 312.8 \\ \underline{\times\ 1.39} \end{array}$
9. $\begin{array}{r} 59.7 \\ \underline{\times\ 63.9} \end{array}$
10. $\begin{array}{r} 1016.7 \\ \underline{\times\ \ 1.08} \end{array}$
11. $\begin{array}{r} 46.54 \\ \underline{\times\ \ \ 23} \end{array}$
12. $\begin{array}{r} 39.99 \\ \underline{\times\ 9.99} \end{array}$
13. $\begin{array}{r} 479.83 \\ \underline{\times\ 7.99} \end{array}$
14. $\begin{array}{r} 39.795 \\ \underline{\times\ 6.95} \end{array}$
15. $\begin{array}{r} 96.989 \\ \underline{\times\ 7.534} \end{array}$

DIRECTIONS Multiply the following fractions.

1. $\frac{1}{2} \times \frac{1}{2} =$
2. $\frac{1}{3} \times \frac{1}{4} =$
3. $\frac{4}{5} \times \frac{5}{6} =$
4. $\frac{3}{8} \times \frac{4}{9} =$
5. $\frac{3}{4} \times \frac{1}{2} =$
6. $1\frac{3}{5} \times \frac{15}{17} =$
7. $\frac{15}{16} \times \frac{4}{5} =$
8. $\frac{2}{3} \times \frac{1}{3} =$
9. $\frac{1}{4} \times \frac{1}{4} =$
10. $\frac{1}{5} \times \frac{10}{3} =$
11. $\frac{4}{9} \times \frac{4}{9} =$
12. $\frac{5}{6} \times \frac{6}{5} =$
13. $\frac{4}{3} \times \frac{3}{2} =$
14. $\frac{5}{7} \times \frac{14}{15} =$
15. $\frac{4}{5} \times \frac{5}{4} =$

ASSIGNMENT SHEET 6

BASIC MATH

XI

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OBJECTIVE 7 **Solve problems involving division of numbers and fractions.**

INTRODUCTION Objective 7 in this unit deals with division of whole numbers, decimals, and fractions. The exercises on this assignment sheet reinforce these skills.

DIRECTIONS Divide the following whole numbers.

1. $6\,\overline{)\,18}$ R. ____ 2. $9\,\overline{)\,17}$ R. ____ 3. $6\,\overline{)\,430}$ R. ____

4. $5\,\overline{)\,26}$ R. ____ 5. $16\,\overline{)\,160}$ R. ____ 6. $19\,\overline{)\,287}$ R. ____

7. $15\,\overline{)\,45}$ R. ____ 8. $23\,\overline{)\,4367}$ R. ____ 9. $38\,\overline{)\,56249}$ R. ____

10. $27\,\overline{)\,4962}$ R. ____ 11. $52\,\overline{)\,156}$ R. ____ 12. $132\,\overline{)\,4653}$ R. ____

13. $29\,\overline{)\,5396}$ R. ____ 14. $112\,\overline{)\,5932}$ R. ____ 15. $436\,\overline{)\,69845}$ R. ____

DIRECTIONS

Divide the following decimals.

1. $1.1\overline{)6.5}$
2. $3.6\overline{)9.9}$
3. $4.5\overline{)9.0}$
4. $6.12\overline{)18.36}$
5. $4.9\overline{)49.00}$
6. $5.34\overline{)32.04}$
7. $23.64\overline{)212.76}$
8. $96\overline{)3.096}$
9. $12\overline{)24.36}$
10. $3.6\overline{)180}$
11. $41.6\overline{)3328}$
12. $25.3\overline{)177.1}$
13. $3.9\overline{)546}$
14. $14\overline{)13.72}$
15. $12\overline{)1.44}$

DIRECTIONS

Divide the following fractions.

1. $\frac{1}{2} \div \frac{1}{2} =$
2. $\frac{1}{3} \div \frac{1}{4} =$
3. $\frac{1}{2} \div \frac{3}{4} =$
4. $\frac{3}{4} \div \frac{1}{2} =$
5. $\frac{3}{8} \div \frac{1}{8} =$
6. $\frac{3}{8} \div \frac{1}{3} =$
7. $\frac{6}{7} \div \frac{1}{3} =$
8. $\frac{7}{8} \div \frac{3}{4} =$
9. $\frac{9}{6} \div \frac{3}{4} =$
10. $\frac{8}{9} \div \frac{4}{3} =$
11. $\frac{4}{5} \div \frac{3}{4} =$
12. $\frac{11}{12} \div \frac{25}{24} =$
13. $1\frac{3}{4} \div \frac{1}{2} =$
14. $2\frac{2}{3} \div \frac{3}{4} =$
15. $5\frac{6}{7} \div \frac{2}{3} =$

ASSIGNMENT SHEET 7

BASIC MATH

XI

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OBJECTIVE 9 **Distinguish between proper, improper, and mixed fractions.**

INTRODUCTION Objective 9 deals with distinguishing between the different types of fractions. The exercises on this assignment sheet reinforce this skill.

DIRECTIONS Write "I" for improper fractions, "P" for proper fractions, and "M" for mixed numbers.

1. 3/8 ________________
2. 5/5 ________________
3. 5 6/7 ________________
4. 3/2 ________________
5. 1 1/3 ________________
6. 9/8 ________________
7. 3/4 ________________
8. 11 5/8 ________________
9. 2/1 ________________
10. 6/6 ________________
11. 12/13 ________________
12. 8/5 ________________
13. 8/9 ________________
14. 7/6 ________________
15. 9/10 ________________
16. 7 4/9 ________________
17. 1/2 ________________
18. 10/10 ________________
19. 99/98 ________________
20. 99/10 ________________

ASSIGNMENT SHEET 8

BASIC MATH

XI

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OBJECTIVE 13

Convert mixed numbers to improper fractions.

INTRODUCTION

Objective 13 deals with the conversion of mixed numbers to improper fractions. The exercises on this assignment sheet reinforce this skill.

DIRECTIONS

Convert the following mixed numbers to improper fractions.

1. 1 2/3 ______________
2. 3 3/4 ______________
3. 4 5/9 ______________
4. 10 7/8 ______________
5. 20 10/11 ______________
6. 4 1/2 ______________
7. 7 8/13 ______________
8. 10 20/23 ______________
9. 6 3/4 ______________
10. 10 6/11 ______________
11. 12 5/8 ______________
12. 5 9/85 ______________
13. 15 3/5 ______________
14. 2 15/16 ______________

ASSIGNMENT SHEET 9

NAME ______________________ SCORE ______

OBJECTIVE 14 **Convert improper fractions to mixed or whole numbers.**

INTRODUCTION Objective 14 deals with conversion of improper fractions to mixed or whole numbers. The exercises on this assignment sheet reinforce this skill.

DIRECTIONS Convert the following improper fractions to mixed or whole numbers.

1. 55/11 ______________
2. 9/7 ______________
3. 5/5 ______________
4. 16/15 ______________
5. 24/20 ______________
6. 100/50 ______________
7. 64/59 ______________
8. 4/3 ______________
9. 8/5 ______________
10. 5/2 ______________
11. 15/10 ______________
12. 72/9 ______________
13. 55/6 ______________
14. 20/13 ______________

ASSIGNMENT SHEET 10 | **BASIC MATH** | **XI**

NAME ______________________________ SCORE ______

OBJECTIVE 15

Solve problems dealing with wages given the information in sentence form.

INTRODUCTION

Objective 15 in this unit deals with the student's ability to solve wage problems. The exercises on this assignment sheet reinforces the skills that have been taught throughout the unit, and help to create objective thinking skills.

DIRECTIONS

Read each wage word problem carefully. Follow the steps of each problem and give the answer that the problem asks for on the blank.

1. A student works 40 hours each week for a rate of $4.50 per hour. Figure the student's gross pay for one week.

   ____

2. If a clerk is paid $35 per day, and works 20 days each month, what is this clerk's monthly gross income?

   ____

3. If a computer programmer gets paid $25 for each short program and $45 for each medium length program, how much will the programmer make when 2 short programs are written and 5 medium length programs are written?

   ____

4. If a construction worker gets paid $15.00 per hour and works 40 hours a week, what is this worker's gross pay for one month?

   ____

   If the employer withholds 20% of the construction worker's gross pay for income taxes, what is the employee's net income for one month?

   ____

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5. If a teacher gets paid $15,600 for one year of teaching, what would the teacher's gross pay be each month, assuming that the yearly salary is spread over 12 months?

6. If a writer gets paid by the page for each book written, how much would the writer be paid for a 675 page book if each page is worth $5.00?

7. A union worker at a large company earns $15.00 per hour, and a company employee (not union) earns $9.00 per hour for the same job, what is the difference in the union employee's and the company employee's gross pay for one week if they both work 40 hours?

8. Given the following information, figure this employee's net pay for this month.

   - Any hours over 40 are considered overtime (per week) Overtime pay is 1 1/2 times the regular pay
   - Amount withheld for Federal Taxes is 20% of employee's gross pay
   - Amount withheld for state taxes is 1.5% of employee's gross pay

   The employee worked 40 hours the first week, 50 the second week, 45 the third week, and 35 the fourth week. The employee's payrate is $5.50 per hour, what is the net pay for one month?

ASSIGNMENT SHEET 11 | **BASIC MATH** | **XI**

NAME ______________________________ SCORE ______

OBJECTIVE 16 **Analyze word problems and compute answers.**

INTRODUCTION Objective 16 of this unit deals with solving word problems. Solving word problems combines all the skills that you have learned. This assignment sheet reinforces all of the basic math skills.

DIRECTIONS Analyze each word problem and solve for the correct answer.

1. Assume that a family has 5 bills to pay. They have to figure how much money they will have left after the bills are paid. Their checking account balance is $965.43. The 5 bills are Water - $15.65, Electricity - $95.39, Credit Card - $281.63, Insurance - $129.42, and Car Payment - $359.41. How much do they have left to spend on other things?______________

2. A student takes out a loan in the amount of $250. If the student plans to pay it back in 1 year and the interest rate on the loan is 9.5% per year, how much will each monthly payment be? (Round off to the hundredths place)_________

3. How much will it cost for a family to redecorate one room of their house if they do all the work themselves and the prices of the supplies are as follows:__________________________

   3 rolls of wall paper @ $19.95 per roll
   4 rolls of border @ $4.95 per roll
   12 feet by 9 feet of vinyl floorcovering @ $0.79 per square foot
   2 packages of blinds @ $8.95 per package

   NOTE: To figure square feet of floorcovering, multiply the width of the room by the length of the room. This gives you the number of square feet in the room.

4. A student enrolls in an art class. The supply list for the class has 10 supplies on it. How much will it cost for the student to buy the supplies if the price and list are as follows: 2 drawing pencils @ $0.83 per pencil, 1 drawing table @ $8.95, 3 paint brushes @ $2.50 per brush, 1 eraser @ $1.50, and 3 tubes of paint @ $3.95 per tube.

5. In a diving competition, the diver has eight scores. If the scores are 6.5, 9.0, 8.6, 5.5, 6.5, 7.3, 5.8, 9.0, what is the diver's average score? (Round off answer to the tenths place.)__________________________

6. If a student's test grades are 95, 78, 84, 88, and 93, what is the student's test average? (Round answer off to the ones digit)________________________

7. If a recipe calls for 1 1/2 cups of flour and you are cutting the recipe in half, how much flour would you use?____________

ASSIGNMENT SHEET 12

BASIC MATH

XI

NAME ______________________________ SCORE ________

OBJECTIVE 17 **Reduce fractions to the lowest terms.**

INTRODUCTION Objective 4, section 4 deals with reducing fractions to their lowest terms. The exercises on this assignment sheet reinforce this skill.

DIRECTIONS Reduce the following fractions to their lowest terms and write the correct reduced fraction on the line. If the fraction is already written in lowest terms, put a slash on the line. (/)

1. 4/6 ______________ 2. 3/4 ______________

3. 5/10 ______________ 4. 9/10 ______________

5. 4/12 ______________ 6. 3/18 ______________

7. 6/9 ______________ 8. 6/18 ______________

9. 10/11 ______________ 10. 12/15 ______________

11. 2/3 ______________ 12. 9/12 ______________

13. 8/12 ______________ 14. 24/30 ______________

15. 12/24 ______________ 16. 25/75 ______________

17. 14/100 ______________ 18. 150/200 ______________

19. 19/21 ______________ 20. 7/21 ______________

ASSIGNMENT SHEET 13 | **BASIC MATH** | **XI**

NAME ______________________ SCORE ______

OBJECTIVE 18 **Write numbers as decimals, fractions, and percents.**

INTRODUCTION Objectives 11, 12, and 13 deal with the conversion between decimals, fractions, and percents. The exercises on this assignment sheet reinforce these skills.

DIRECTIONS Complete the following table with the proper decimal, fraction, or percent equivalent.

	DECIMAL	FRACTION	PERCENT
1.	0.25	1/4	______
2.	______	1/2	______
3.	0.54	______	______
4.	0.45	______	______
5.	______	______	29%
6.	______	3/25	______
7.	______	______	75%
8.	0.98	______	______
9.	______	33/100	______
10.	0.40	______	______
11.	0.55		______
12.		13/50	______
13.	______	______	35%
14.	______	______	99%
15.	______	17/50	______

ASSIGNMENT SHEET 14

BASIC MATH

XI

NAME ______________________ SCORE ______

OBJECTIVE 19 **Compute Military time.**

DIRECTIONS Express the following time in Military time.

1. 3:00 p.m. ______________________
2. 4:00 a.m. ______________________
3. 12:30 a.m. ______________________
4. 5:45 p.m. ______________________
5. 6:30 a.m. ______________________
6. 9:10 p.m. ______________________
7. 11:20 a.m. ______________________
8. 8:37 a.m. ______________________
9. 6:13 p.m. ______________________
10. 4:25 p.m. ______________________

ASSIGNMENT ANSWERS — BASIC MATH — XI

ASSIGNMENT SHEET 1

1. tens
2. hundreds
3. hundredths
4. ones
5. thousandths
6. thousands
7. tenths
8. ten thousands
9. hundreds
10. hundredths
11. ten thousandths
12. ones
13. hundredths
14. thousands
15. thousandths
16. tenths

1. 6
2. 1
3. 5
4. 3
5. 7
6. 8
7. 9
8. 4
9. 0

ASSIGNMENT SHEET 2

1. 6000
2. 7000
3. 4000
4. 5000
5. 6000
6. 3000

1. 10,600
2. 700
3. 9600
4. 800
5. 800
6. 300

1. 12,350
2. 640
3. 30
4. 540
5. 250
6. 260

1. 25.00
2. 13.00
3. 112.00
4. 2.00
5. 10.0
6. 10.0

1. 10.700
2. 43.60
3. 2.90
4. 51.80
5. 33.90
6. 93.70

1. 232.630
2. 105.3100
3. 46.760
4. 9.330
5. 89.110
6. 106.720

1. 1.3470
2. 105.3120
3. 3.6540
4. 6.7890
5. 6.4780
6. 7.3180

ASSIGNMENT SHEET 3

1. 669
2. 2 205
3. 4 459
4. 11 678
5. 10 998
6. 51 853
7. 25 2351
8. 982 897
9. 7 837 719
10. 29 816
11. 262 034
12. 221 952
13. 963 388
14. 116 659
15. 1 964 936

1. 42.817
2. 112.9985
3. 459.285
4. 374.63
5. 1 487.834
6. 6.0481
7. 1 176.222
8. 4 767.665
9. 7 389.274
10. 3 860.419
11. 10 746.35
12. 14 592.126
13. 426.94
14. 3727.75
15. 7.73363

1. 1/2
2. 4/3 or 1 1/3
3. 25/13 or 1 12/13
4. 17 7/11
5. 51 15/26
6. 22 23/30
7. 46 5/4 or 47 1/4
8. 51 17/15 or 52 2/15

9. 17 5/2 or 19 1/2
10. 9/5 or 1 4/5
11. 22/13 or 1 9/13
12. 11/10 or 1 1/10
13. 8/5 or 1 3/5
14. 78/49 or 1 29/49
15. 19/10 or 1 9/10

ASSIGNMENT SHEET 4

1. 297
2. 698
3. 8361
4. 78
5. 203
6. 5
7. 3 2831
8. 108
9. 113
10. 28
11. 933
12. 157
13. 1 259
14. 89 799
15. 17 782

1. 295.08
2. 190.091
3. 690.791
4. 74.0262
5. 45.0076
6. 14.34
7. 3.55
8. 25.51
9. 0.021
10. 682.75
11. 95.59
12. 1.073
13. 29.891
14. 643.338
15. 50.0469

1. 1/12
2. 1/8
3. 1/9
4. 5/12
5. 7/12
6. 1/9
7. 11/15
8. 2 4/9
9. 5 1/2
10. 8 1/7
11. 1 7/12
12. 15 1/16
13. 97 4/15
14. 23 53/75
15. 34 9/11

ASSIGNMENT SHEET 5

1. 6 741
2. 2 610
3. 5 690
4. 253
5. 10 500
6. 12 141
7. 8 722
8. 7 973
9. 11 946
10. 46 343
11. 235 620
12. 86 300
13. 2 236 928
14. 17 221
15. 291 740

1. 50.941
2. 2.012
3. 227.9625
4. 183.5745
5. 49.4
6. 785.6633
7. 2.01
8. 434.792
9. 3814.83
10. 1098.036
11. 1070.42
12. 399.5001
13. 3833.8417
14. 276.57525
15. 730.715126

1. 1/4
2. 1/12
3. 2/3
4. 1/6
5. 3/8
6. 24/17 or 1 1/17
7. 3/4
8. 2/9
9. 1/16
10. 2/3
11. 16/18
12. 1/1 or 1
13. 2/1 or 2
14. 2/3
15. 1/1 or 1

ASSIGNMENT SHEET 6

1. 3 R. 0
2. 1 R. 6
3. 71 R. 4
4. 5 R. 1
5. 10 R. 0
6. 15 R. 2
7. 3 R. 0
8. 189 R. 20
9. 1480 R. 9
10. 183 R. 21
11. 3 R. 0
12. 35 R. 33
13. 186 R. 2
14. 52 R. 108
15. 160 R. 85

1. 6
2. 2.75
3. 2
4. 3
5. 10
6. 6
7. 9
8. 0.03225
9. 2.03
10. 50
11. 80
12. 7
13. 140
14. 0.98
15. 0.12

1. 1/1 or 1
2. 4/3 or 1 1/3
3. 2/3
4. 3/2 or 1 1/2
5. 3
6. 9/8 or 1 1/8
7. 18/7 or 2 4/7
8. 7/6 or 1 1/6
9. 2
10. 2/3
11. 16/15 or 1 1/15
12. 22/25
13. 7/2 or 3 1/2
14. 32/9 or 3 5/9
15. 123/14 or 8 11/14

ASSIGNMENT SHEET 7

1. P
2. I
3. M
4. I
5. M
6. I
7. P
8. M
9. I
10. I
11. P
12. I
13. P
14. I
15. P
16. M
17. P
18. I
19. I
20. I

ASSIGNMENT SHEET 8

1. 5/3
2. 15/4
3. 41/9
4. 87/8
5. 230/11
6. 9/2
7. 99/13
8. 250/23
9. 27/4
10. 116/11
11. 101/8
12. 434/85
13. 48/5
14. 47/16

ASSIGNMENT SHEET 9

1. 5
2. 1
3. 1 4/20 or 11/5
4. 1 5/59
5. 1 3/5
6. 1 5/10 or 1 1/2
8. 1 2/7

9. 1 1/15
10. 2
11. 1 1/3
12. 2 1/2
13. 8
14. 1 7/13

ASSIGNMENT SHEET 10

1. $180
2. $700
3. $250
4. $2 400, $1 920
5. $1 300
6. $3 375
7. $240
8. $766.36

ASSIGNMENT SHEET 11

1. $83.93
2. $22.81
3. $182.87
4. $31.46
5. 7.1
6. 88
7. 3/4 cup

ASSIGNMENT SHEET 12

1. 2/3
2. /
3. 1/2
4. /
5. 1/3
6. 1/6
7. 2/3
8. 1/3
9. /
10. 4/5
11. /
12. 3/4
13. 2/3
14. 4/5
15. 1/2
16. 1/3
17. 7/50
18. 3/4
19. /
20. 1/3

ASSIGNMENT SHEET 13

1.	________	________	25%
2.	0.05	________	50%
3.	________	27/50	54%
4.	________	9/20	45%
5.	0.29	29/100	________
6.	0.12	________	12%
7.	0.75	3/4	________
8.	________	49/50	98%
9.	0.33	________	33%
10.	________	2/5	40%
11.	________	11/20	55%
12.	0.26	________	26%
13.	.035	7/20	________
14.	0.99	99/100	________
15.	0.34	________	34%

ASSIGNMENT SHEET 14

1. 1500 hours
2. 0400 hours
3. 0030 hours
4. 1745 hours
5. 0630 hours
6. 2110 hours
7. 1120 hours
8. 0837 hours
9. 1813 hours
10. 1625 hours

WRITTEN TEST

BASIC MATH

XI

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with basic math functions to their correct definitions. Write the correct letters in the blanks.

____ 1. Answer to a division problem

____ 2. Top number of a fraction

____ 3. Number to be divided

____ 4. Answer to a multiplication problem

____ 5. Bottom number of a fraction

____ 6. Number by which you divide

____ 7. Answer to an addition problem

____ 8. Has a numerator and denominator (Shows a portion of something)

____ 9. Answer to a subtraction problem

____ 10. A fraction whose denominator is 10

____ 11. Number left over after division is complete

____ 12. Numbers that are multiplied

a. Difference

b. Divisor

c. Remainder

d. Decimals

e. Quotient

f. Numerator

g. Factor

h. Sum or total

i. Denominator

j. Fractions

k. Products

l. Digits

m. Whole numbers

n. Addends

o. Minuend

OBJECTIVE 2

Name place values of whole numbers and decimals.

Directions: Name the place values of the number 6,042.731.

1. 6 - ______________________________
2. 0 - ______________________________
3. 4 - ______________________________
4. 2 - ______________________________
5. 7 - ______________________________
6. 3 - ______________________________
7. 1 - ______________________________

OBJECTIVE 3

Round numbers to a given place value.

1. 645 to the nearest hundred ______________________
2. 148.65 to the nearest tenth ______________________
3. 1563 to the nearest ten ______________________
4. 35.439 to the nearest hundredth
5. 104,653 to the nearest thousand ______________________

OBJECTIVE 4

Solve problems involving addition of numbers and fractions.

1. $$\begin{array}{r} 463 \\ 510 \\ 25 \\ \underline{+\ 3} \end{array}$$

2. $$\begin{array}{r} 394.65 \\ 1.03 \\ 4.56 \\ \underline{+\ 5.00} \end{array}$$

3. $$\begin{array}{r} 1\frac{1}{4} \\ \underline{+\ 2\frac{1}{8}} \end{array}$$

4. $\frac{1}{4} + \frac{1}{4} =$

5. 24 + 46 =

6. $1\frac{3}{4} + \frac{3}{4} =$

OBJECTIVE 5

Solve problems involving subtraction of numbers and fractions.

1. $\begin{array}{r} 3643 \\ -\ 512 \\ \hline \end{array}$

2. $\begin{array}{r} 125.40 \\ -\ 1.03 \\ \hline \end{array}$

3. $\begin{array}{r} 1\frac{7}{8} \\ -\ \frac{5}{8} \\ \hline \end{array}$

4. $\frac{3}{4} - \frac{1}{4} =$

5. $\frac{3}{5} - \frac{1}{10} =$

OBJECTIVE 6

Solve problems involving multiplication of numbers and fractions.

1. $\begin{array}{r} 20 \\ \times\ 5 \\ \hline \end{array}$

2. $\begin{array}{r} 131.2 \\ \times\ 4.2 \\ \hline \end{array}$

3. $\begin{array}{r} 130 \\ \times\ 23 \\ \hline \end{array}$

4. $\frac{1}{4} \times \frac{1}{3} =$

5. $1\frac{1}{4} \times \frac{3}{4} =$

6. $\frac{5}{6} \times \frac{6}{5} =$

OBJECTIVE 7

Solve problems involving division of numbers and fractions.

1. $5\,\overline{)\,245}$ R.

2. $9\,\overline{)\,3610}$ R.

3. $1.5\,\overline{)\,25.5}$ R.

4. $2.3\,\overline{)\,25.9}$ R.

OBJECTIVE 8

Identify the parts of a fraction.

1. $\frac{2}{5}$
   - 2 -
   - 5 -

2. $\frac{1}{3}$
   - 1 -
   - 3 -

OBJECTIVE 9

Distinguish between proper, improper, and mixed fractions.
Directions: Write "P" for proper fractions, "I" for Improper fractions, and "M" for mixed numbers.

1. 5/5 2. 4/6

3. 1 1/4 4. 1/2

5. 3/5 6. 6/7

OBJECTIVES 10-12

Write decimal, fraction, or percent equivalent to complete table.

DECIMAL	PERCENT	FRACTION
1. 0.25	25%	________
2. 0.50	________	1/2
3. ______	78%	39/50
4.	100%	1/1, 2/2, 3/3, or 1

OBJECTIVE 13

Convert the following mixed numbers to improper fractions.

1. 1 1/2 = _____ 2. 2 3/4 = _____ 3. 12 3/10 = ________

4. 11 24/25 = ___ 5. 25 3/4 = ____ 6. 6 10/11 = ________

OBJECTIVE 14

Convert improper fractions to mixed or whole numbers.

1. 12/11 = _____ 2. 25/5 = ______ 3. 19/10 = ________

4. 48/25 = _____ 5. 14/6 = ______ 6. 21/7 = ________

OBJECTIVE 15

Solve problems dealing with wages given the information in sentence form.

1. If Bill works 35 hours for a rate of $2.25 per hour, how much is his gross pay? (show work)

2. Janet works 40 hours for a rate of $5.00 per hour. Her boss withholds 28% of her gross pay for federal income tax.

   a. What is her gross pay? (show work)

   b. How much is withheld for income taxes? (show work)

   c. What is her net pay? (show work)

3. Complete the following table of wages.

   Any hours over 40 are considered overtime
   Overtime rate is pay rate x 1.5
   Amount withheld for federal income taxes is 20% of employees gross pay

HOURS	PAY RATE	GROSS PAY	FED. TAXES	NET PAY
45	$6.50/hr			
40		$400		
	$5.00/hr	$175		
50	$3.35/hr			

OBJECTIVE 16

Analyze word problems and compute the answers. A student enters a store with $100. The student has a list of supplies to buy (below). Compute how much money will be left if all of the supplies are bought.

12 pencils @ 12¢/pencil
10 pens @ 15¢/pen
3 art pads @ $8.50/pad

2 packages of paper @ 57¢/pack
1 pkg. graph paper @ $1.10
2 books @ $30.00/book

1. How much is left of the $100? (show work)

2. A sales clerk sells 3 items to a customer. If the three items that the customer bought cost $45.00, $33.00, and $19.95, how much change will the customer receive from $100?

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 17	**Reduce fractions to the lowest terms.**	SCORE ______
OBJECTIVE 18	**Write numbers as decimals, fractions, and percents.**	SCORE ______
OBJECTIVE 19	**Compute Military time.**	SCORE ______

WRITTEN TEST ANSWERS

BASIC MATH

XI

OBJECTIVE 1

1. f
2. g
3. e
4. l
5. j
6. b
7. i
8. k
9. a
10. d
11. c
12. h

OBJECTIVE 2

1. Thousands
2. Hundreds
3. Tens
4. Ones
5. Tenths
6. Hundredths
7. Thousandths

OBJECTIVE 3

1. 600
2. 148.7
3. 1560
4. 35.44
5. 105,000

OBJECTIVE 4

1. 1001
2. 405.24
3. 3 3/8
4. 1/2

5. 70
6. 2 1/2

OBJECTIVE 5

1. 3131
2. 124.37
3. 1 1/4
4. 1/2
5. 1/2

OBJECTIVE 6

1. 100
2. 590.4
3. 2990
4. 1/12
5. 15/16

OBJECTIVE 7

1. 49 R. 0
2. 401 R. 1
3. 17 R. 0
4. 11 R. 16

OBJECTIVE 8

1. $\frac{\text{Numerator}}{\text{Denominator}}$
2. $\frac{\text{Numerator}}{\text{Denominator}}$

OBJECTIVE 9

1. I
2. I
3. M
4. P

5. P

6. I

OBJECTIVES 10 - 12

1. 1/4
2. 50%
3. 0.78
4. 1.00

OBJECTIVE 13

1. 3/2
2. 11/4
3. 123/10
4. 299/25
5. 103/4
6. 76/11

OBJECTIVE 14

1. 1 1/11
2. 5
3. 1 9/10
4. 1 23/25
5. 2 1/3
6. 3

OBJECTIVE 15

1. $78.75
2 a. $200
   b. $56
   c. $144

3. Gross - $308.75, Fed tax - $61.75, Net - $247
   Pay Rate - $10/hr, Fed tax - $80, Net - $320
   Hours - 35, Fed tax - $35, Net - $140
   Gross - $184.30, Fed tax - $36.86, Net - $147.44

OBJECTIVE 16

1. $9.32

2. $1.55

OBJECTIVES 17-19

Refer to answers to Assignment Sheets 12 through 14.

OBJECTIVE SHEET

DEVELOP FIRST-AID SKILLS

XII

UNIT INTRODUCTION

Sometime during your life, you will probably see or be involved in an accident. The key to handling such a situation will be your ability to analyze the situation and know what needs to be done. Such knowledge may help prevent serious injury or even death from an accident. In this unit, you will learn first-aid skills to help you be prepared if such a situation should occur.

UNIT OBJECTIVE

After completing this unit, the student should know immediate steps to follow when giving first-aid treatment in an emergency and should be able to give appropriate first-aid treatment for traumatic shock, eye injuries, and burn injuries and be able to control bleeding by direct pressure. The student should also be able to give first-aid treatment for heat stroke, heat cramps, and heat exhaustion. The student will demonstrate this knowledge by completing assignment sheet, job sheet, practical test, and written test with 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with first-aid to their correct definitions.
2. Discuss reasons why first-aid skills are needed.
3. Arrange in order immediate steps to follow when giving first-aid actions in an emergency.
4. Name signs and symptoms of traumatic shock.
5. Select from a list factors to consider in first-aid treatment of shock.
6. Classify burns by degree according to descriptions of symptoms.
7. Match first-, second-, and third-degree burns to their correct first-aid treatments.
8. Describe first-aid steps to follow to control bleeding by direct pressure.

9. State guidelines for administering first-aid for an eye injury.

10. List measures to take for prevention of heat exhaustion, heat cramps, and heat stroke.

11. Distinguish between signs and symptoms of heat exhaustion, heat cramps, and heat stroke.

12. Distinguish between treatment of heat exhaustion, heat cramps, and heat stroke.

13. Analyze case studies to determine correct first-aid treatments. (Assignment Sheet 1)

14. Perform first-aid treatment for simulated accident victims. (Job Sheet 1)

PREPARATION

- Order materials to supplement unit.
- Make arrangements for guest speakers. Supply speakers with specific objectives and other appropriate sections of unit.
- Prepare classroom.
  - Put up posters, charts, etc. dealing with first-aid skills
  - Have articles, brochures, and other literature dealing with accidents and the importance of first-aid
- Review instructional outline for this unit. Modify time frames to suit class needs and plan activities for each class period.
- Decide how to administer pretest. (See Evaluation Section on pretest.)
- Introduce unit. Following are suggestions
  - Survey the class to find out their perceptions and knowledge of first-aid skills. Ask students if they have ever been in a situation where first-aid treatment was needed. If so, ask students what may have happened if first-aid had not been available.
  - Invite local doctor or nurse to discuss the importance of first-aid.
  - Invite a representative from a local business or manufacturer to discuss the importance of first-aid skills and how accidents can affect the employer (regarding loss of production time, money, and possible lawsuits, as well as personal injury).

DELIVERY

NOTE: Some of the skills in this unit need to be taught by a certified first-aid/CPR instructor. If you are not a certified instructor, we highly recommend that you become certified before teaching "Develop First-Aid Skills." Contact your local Red Cross office for a certification course or to arrange for one of the instructors to teach those skills for you (especially CPR and mouth-to-mouth resuscitation) if you cannot become certified in time to teach it yourself.

- A background in (or refresher course) in anatomy is also useful when teaching this unit.

Discuss unit and specific objectives. Emphasize how the specific objectives will lead to meeting the unit objective, and how reaching the unit objective is vital to mastering first-aid skills. Relate the objectives to your introduction and to previous class material.

Objective 1

- Discuss terms and definitions. Provide students with examples to illustrate terms when possible (such as having an actual tourniquet on hand). Post signs, posters, and pamphlets that have illustrations of terms. Use Handout 1, "First-Aid Crossword Puzzle." Have students work on it individually or in teams.

Objective 2

- Use instances that you know of or have heard about, or use case studies, to illustrate the importance of knowing how to give first-aid treatment.

Objective 3

- Invite a doctor, nurse, or Red Cross representative to speak to class.
- Use books or films to supplement class discussion or suggest that students do additional study in this area.
- Point out that the Job Sheet is organized in the order of the emergency steps.
- Encourage students to learn first-aid skills such as CPR. Emphasize the importance of such skills and their value on the job.
- Invite a certified CPR instructor to demonstrate CPR skills to class.
- Explain your school's policy on student use of first-aid.

Objective 4

- Discuss traumatic shock, pointing out that some degree of shock can occur with almost any injury.

- Have students practice taking their own pulse on their wrist and neck, and then pair off and check another person's. Discuss pulse rate.
- Be sure students understand the difference between traumatic shock and other types of shock. Include electrical shock.
- Demonstrate treatment procedure as outlined in Job Sheet 1.

Objective 5

- Invite a doctor or nurse to speak to class on this topic.

Objective 6

- Obtain posters showing the different types of burns.
- Invite a burn victim to talk to class about his or her experience.

Objective 7

- Obtain posters showing the different types of burns.
- Invite a local fireman or representative from fire department to discuss first-aid treatment of burns.
- Demonstrate burn treatment procedures using Job Sheet 1.
- Allow students to practice Job Sheet procedure.

Objective 8

- Discuss bleeding and how quickly death can occur because of it. Point out that the average adult will normally have about five quarts of blood. Show the students five quarts of blood (or other liquid) emphasizing how little volume it is. Explain that a person's heart may stop beating with as little as two quarts of blood lost.
- Remind students that pressure points are used only when bleeding cannot be controlled by direct pressure to the wound.
- Remind students that bleeding victims should be observed for signs of shock and treated accordingly.
- Explain the difference between arterial and venous bleeding: *Arterial bleeding* is bright red and spurts or flows intermittently; *venous bleeding* is dark red and flows continuously. Immediate steps must be taken to stop arterial

blood flow, as this is a life-threatening situation. Often even heavy pressure to a pressure point is ineffective in stopping arterial bleeding. In such cases, the severed artery must be found and pinched closed with the fingers. Direct pressure is usually effective in controlling venous bleeding.

- Demonstrate steps used to control bleeding outlined in Job Sheet 1. Have students practice applying pressure to simulated bleeding (both arterial and venous) on various parts of the body by following steps outlined in the appropriate section of Job Sheet 1.
- Emphasize to students that tourniquets should only be used AS A LAST RESORT. Explain that while a tourniquet may be necessary to save a person's life, it cuts off circulation and may cost the victim his or her limb. Stress that if a tourniquet must be used, the victim must be seen by a physician as soon as possible.
- Explain what to do if the victim has severed a finger, hand, or limb. Tell students that bleeding should be controlled by applying pressure to the correct pressure point, and that the severed appendage should be wrapped in a clean cloth or placed in a clean plastic bag and be transported to the hospital with the victim. If possible, the appendage should also be kept cool with ice; but the ice must not be allowed to directly touch the appendage.

Objective 9

- Show film *Eye Injuries*.
- Blindfold students and ask them to do certain tasks that rely on sight so that they can gain an appreciation of the problems experienced by the blind.
- Demonstrate eye treatment procedures as outlined in Job Sheet 1.
- Allow students to practice eye treatment procedures.

Objective 10

- Discuss the need to drink plenty of water to prevent dehydration and possible heat stroke or heat exhaustion. Water is better than sweet or electrolyte drinks because water leaves the stomach faster and is more quickly available for the tissues. Discuss also the need for increasing one's salt intake and eating a balanced diet. A little extra table salt can help replace sodium and chlorine lost through heavy perspiration. Salt tablets are not recommended. A balanced diet of whole-grain cereals, fruits, vegetables, milk, meat, poultry, and fish will supply potassium and other mineral elements lost through heavy perspiration.

Objective 11

- Use Transparency 1, "Face and Skin Conditions in Heat Stroke and Heat Exhaustion," to discuss symptoms of heat stroke and heat exhaustion. You may want to color the skin red on the heat-stroke victim on the transparency.
- Discuss other symptoms that may occur; pointing out that many are similar and that is why the primary different symptoms are important.
- Demonstrate procedures for treatment of heat distress as outlined in Job Sheet 1.
- Allow students to practice procedure for treatment of heat distress as outlined in Job Sheet 1.

Objective 12

- Invite a nurse or doctor to speak to class.
- Emphasize again the similarity of some of the symptoms and the importance of distinguishing between types of heat distress so proper first-aid treatment can be given.

APPLICATION

Objectives 13 and 14

- Use Assignment Sheet 1 and Job Sheet 1.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Practical Test

- Give practical test.

NOTE: The practical test is used with the job sheet.

- Evaluate student on process evaluation.

  NOTE: Student must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate the student on product evaluation.
- Rate the student on the criteria listed.
- A student may re-submit a product for evaluation until they are able to demonstrate mastery.
- Students may need to review material.
- Reteach and retest if necessary.
- Counsel students individually on practical test results, and explain the evaluator comments.

Written Test

- Explain to students that they will be asked to demonstrate on the written test those actions listed in the specific objectives
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities of not previously done.
- Reteach and retest as necessary.
- Complete appropriate section of competency profile.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *First-Aid and Safety: Poisoning.* Color, 16 mm, 16 minutes, 1978, Churchill Films. This film follows Red Cross recommendations of first-aid treatment for poison emergencies.

- *Eye Injuries*. Color, 6 minutes, 1981, International Film Bureau. Available from International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, IL 60604. This film demonstrates the procedure for removing particles from under the eyelids.

  NOTE: These films are available to Oklahoma teachers on a free-loan basis from the Media Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074. Out-of-state teachers must order from the addresses listed with each film.

Literature

NOTE: Obtain booklets or other literature from local hospitals, doctors, and Red Cross offices. First-aid posters and charts from above sources.

- *Standard First-Aid*, and *Personal Safety and Multimedia Standard First-Aid Student Workbook* are available from the American Red Cross, 17th and D Streets, Washington, D.C. 20006.

  NOTE: Transparencies and competency profiles for this book are available from the Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074.

- Literature from American Heart Association, 2915 North Classen Blvd #220, Oklahoma City, Oklahoma 73106. Telephone (405) 521-9838.

  NOTE: Literature, posters, CPR classes, etc. are usually free from the American Heart Association.

UNIT REFERENCES

- *Bricklaying Curriculum: Basic Core*. Developed by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education and the Associated General Contractors of America. Stillwater, Oklahoma: 1983.
- *Introduction to Automotive Service*. Developed by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education. Stillwater, Oklahoma: 1989.

PRETEST ANSWERS | DEVELOP FIRST-AID SKILLS | XII

OBJECTIVE 1

1. n
2. h
3. g
4. m
5. k
6. f
7. l
8. b
9. e
10. c
11. q
12. p

OBJECTIVE 2

Discussion should include

- Knowledge of first-aid skills may mean the difference between life and death
- Knowledge or first-aid skills may mean the difference between temporary or permanent injuries
- Knowledge of first-aid skills teaches one what to do and what not to do in an emergency
- There may not be time to wait for professional medical help after an accident

OBJECTIVE 3

a. 5
b. 4
c. 8
d. 7
e. 6
f. 3
g. 9
h. 1
i 2

OBJECTIVE 4

Answer should include any five of the following in each category

Early stages

- Pale or bluish skin that is cool to the touch
- Moist, clammy skin if perspiration has occurred

- General weakness
- Rapid, weak pulse
- Rapid, shallow, possibly irregular breathing
- Restlessness or anxiety
- Vomiting or nausea
- Excessive thirst

Late stages

- An attitude of not caring
- Unresponsiveness
- Sunken eyes with dilated pupils
- Spotty or mottled appearance of skin (bluish color to lips and nailbeds)
- Low body temperature, cold and clammy skin
- Loss of consciousness, leading to death if untreated

OBJECTIVE 5 1, 4, 6

OBJECTIVE 6

a. 2
b. 2
c. 3
d. 3
e. 1
f. 2
g. 3
h. 2
i. 1
j. 2
k. 2
l. 1

OBJECTIVE 7

1. c
2. a
3. b

OBJECTIVE 8

Description should include

- Apply dressing (prepared gauze, clean handkerchief, clean articles of clothing) to wound, using firm pressure with hand
- Check frequently to see if bleeding has stopped or slowed
- If bleeding is still active, apply a pressure bandage by holding the dressing in place with one hand, wrapping bandage directly over and around the injured area, and tying the knot over the wounded area; check for presence of pulse below the bandage
- If injury is to a limb, elevate limb, if possible, above the level of the victim's heart
- If bleeding continues, apply pressure on the main artery that supplies blood to the injured area (pressure point)
  - Apply only enough pressure to slow bleeding and check for pulse

OBJECTIVE 9

For objects or chemicals in the eye that do not cut or penetrate the eye

- Flush eye with room-temperature water or solution designed for flushing eyes
- Use clean, soft cloth to gently try to remove object
- Do not use hard or sharp objects to try to clean eye
- Do not allow victim to rub eyes

For cuts of the eye or eyelid or objects that penetrate eye or that cannot be removed using above procedure

- Get medical help immediately
- Do not wash eye
- Do not try to remove object
- Cover eyes lightly with clean dressing
- Inform victim to look straight ahead and not to move the eyes

OBJECTIVE 10

Answer should include any five of the following

- Drink plenty of fluids
- Increase salt intake
- Wear lightweight clothing
- If outdoors, keep head covered and face shaded
- Take frequent, short work breaks
- Rest in shade or air-conditioned room whenever possible

OBJECTIVE 11

1. HS
2. HC
3. HS
4. HC
5. HS
6. HS
7. HS, HC, HE
8. HE
9. HS, HC
10. HE
11. HS
12. HC

OBJECTIVE 12

1. HC
2. HS
3. HS
4. HE
5. HE
6. HE
7. HS
8. HC
9. HS
10. HE
11. HE
12. HE
13. HE
14. HS
15. HS
16. HC
17. HC
18. HE
19. HE
20. HS, HC

OBJECTIVE 13	Refer to answers to Assignment Sheet 1.
OBJECTIVE 14	Refer to Practical Test for Job Sheet 1.

FIRST-AID CROSSWORD PUZZLE

Test yourself on first-aid terminology by using the clues below to complete the following crossword puzzle.

ACROSS

1. Fracture with broken bone beneath the skin with no open wound
7. Shock can be caused by ______________ of blood
9. Intensity indicators for first-, second-, and third-
10. Action that eases heat cramps
11. Life-threatening disorder caused by prolonged exposure to intense heat
12. Bodily injuries, wounds, or shock
14. Complaint of victim in early stages of traumatic shock
16. Immediate temporary care given to the victim of an accident or sudden illness until the services of a physician can be obtained (two words)
19. To become in need of rest; to become weary
20. Cause of heat stress
22. What one should never do to an open fracture

DOWN

1. Water temperature for treatment of second-degree burn
2. Depressed condition of many of the body functions due to failure of enough blood to circulate through the body (two words)
3. Raises, as for an injured or bleeding limb
4. Fracture associated with open wound
5. Cardiopulmonary resuscitation (abbreviation)
6. Act of reviving a full arrest person by performing CPR

8. Tender; painful

13. Wound made by piercing with a sharp instrument

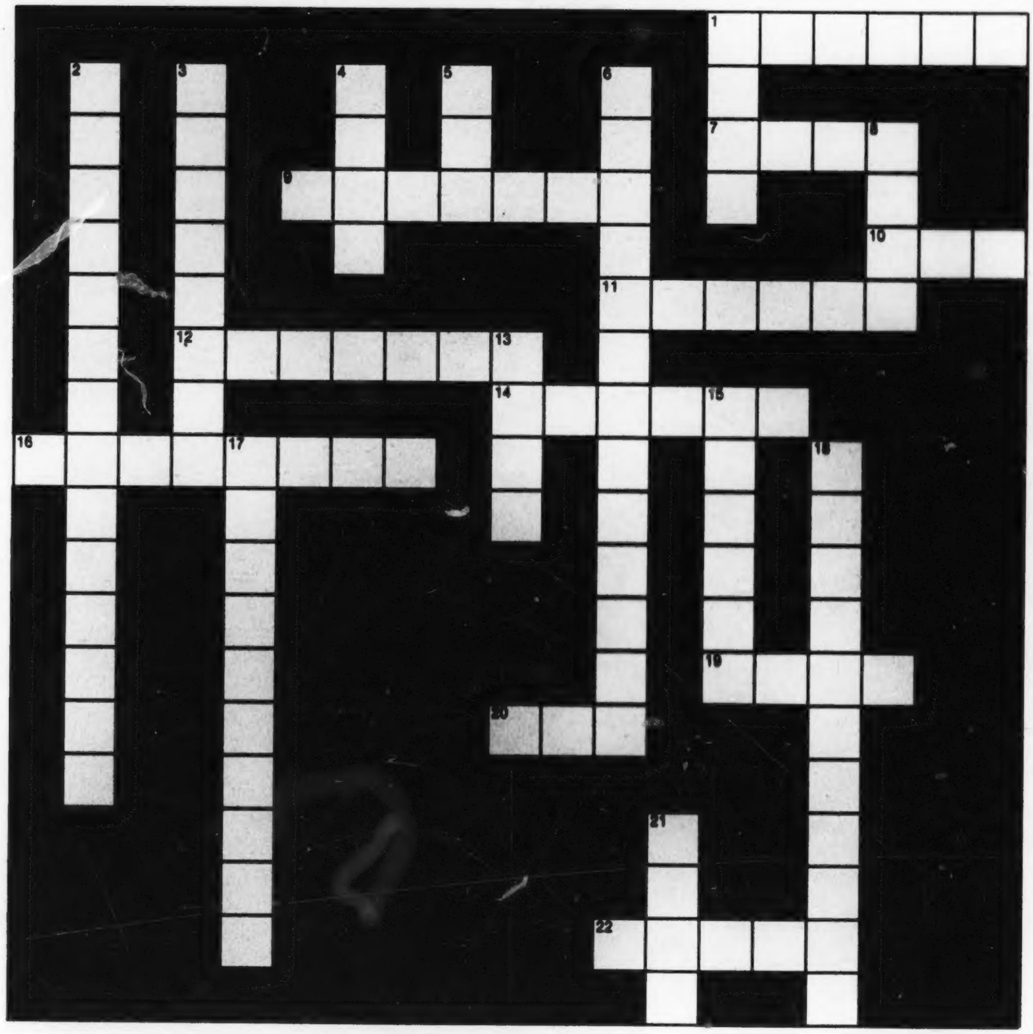
15. Device used to prevent fractured bones and adjacent joints from moving

17. Any device, such as a bandage and stick, used to compress a blood vessel to stop bleeding

18. Heavy loss of blood

21. Injury caused by contact with heat, steam, electricity, or flame

PUZZLE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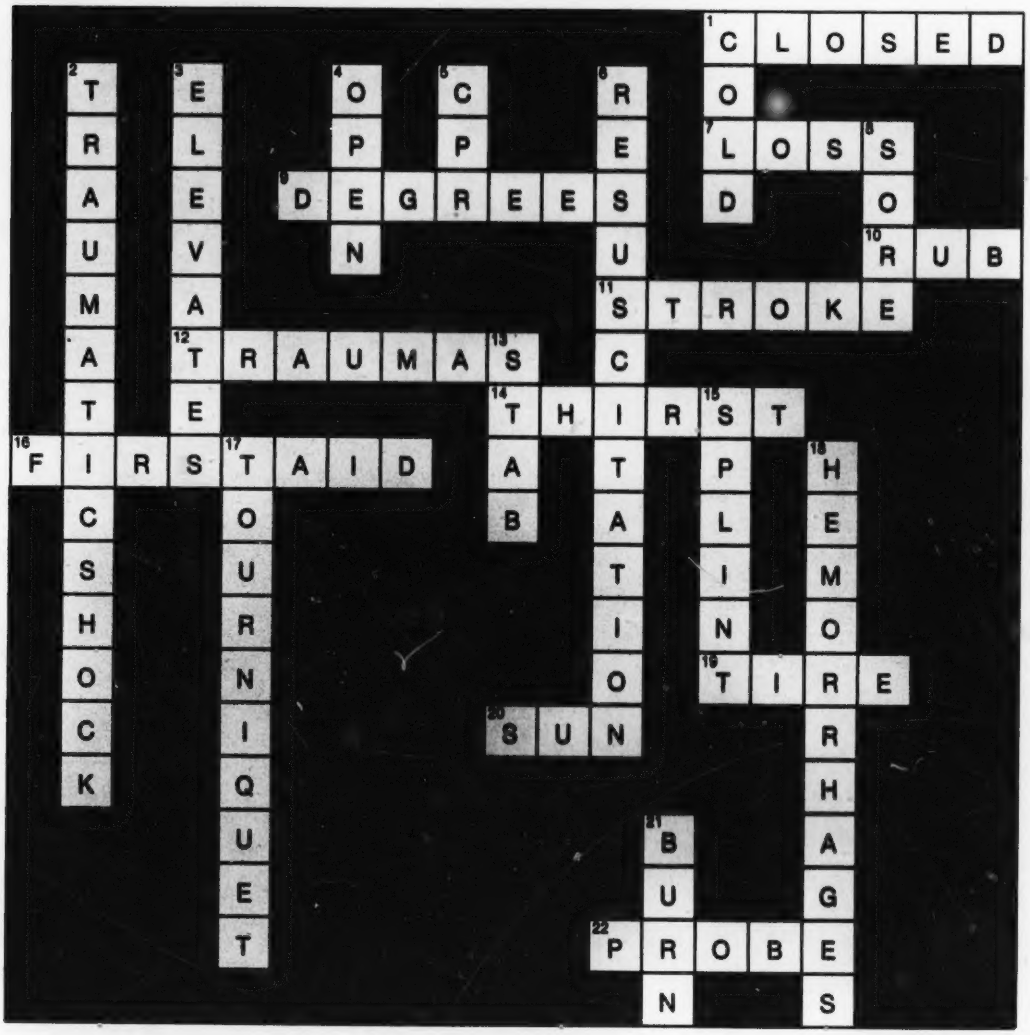
PUZZLE ANSWERS


1 CLOSED
1 COLD
2 TRAUMATIC SHOCK
3 ELEVATE
4 OPEN
5 CPR
6 RESUSCITATION
7 LOSS
8 SORE
9 DEGREES
10 RUB
11 STROKE
12 TRAUMAS
13 STAB
14 THIRST
15 SPLINT
16 FIRST AID
17 TOURNIQUET
18 HEMORRHAGES
19 TIRE
20 SUN
21 BURN
22 PROBE

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PRETEST

DEVELOP FIRST-AID SKILLS

XII

NAME ______________________________ SCORE _______

NOTE: This pretest contains one or more questions for each specific objective. If you answer all the questions for an objective correctly, study may not be required for that objective.

OBJECTIVE 1

Match terms associated with first-aid to their correct definitions. Write the correct letters in the blanks.

____ 1. Depressed condition of many of the body functions due to failure of enough blood to circulate through the body following serious injury

____ 2. Heavy loss of blood

____ 3. Broken bone associated with an open wound

____ 4. Device such as a bandage and stick used to compress a blood vessel to stop bleeding or to control blood flow

____ 5. Anything that physically injures or emotionally upsets a person

____ 6. Any suddenly occurring, unintentional event that causes injury or property damage

____ 7. Act of reviving a full arrest person by performing CPR

____ 8. Broken bone beneath the skin with no open wound

____ 9. Immediate, temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained

a. Remission
b. Closed fracture
c. Traumatic shock
d. CPR revival
e. First-aid
f. Accident
g. Open fracture
h. Hemorrhage
i. Extra-strength bandage
j. Event
k. Trauma
l. Resuscitation
m. Tourniquet
n. Shock
o. Intermediate wound
p. Sterile
q. Clinically clean

___10. Body's reaction to a trauma	r. Technically clean
___11. Anything freshly laundered or untouched from package	
___12. Germ-free, individually wrapped medical supplies	

OBJECTIVE 2 **Discuss reasons why first-aid skills are needed.**

OBJECTIVE 3 **Arrange in order immediate steps to follow when giving first-aid actions in an emergency.** Write a "1" in the blank before the first step, a "2" in the blank before the second step, and so on.

____a. Treat for poisoning

____b. Control heavy bleeding

____c. Seek medical help

____d. Examine victim carefully to evaluate injury

____e. Prevent traumatic shock

____f. Check pulse or heartbeat

____g. Keep checking and assisting victim until medical help is obtained

____h. Observe overall emergency, rescue victim and yourself if needed

____ i. Check breathing, restore if needed

OBJECTIVE 4

Name signs and symptoms of traumatic shock.

Early Stages

Late Stages

OBJECTIVE 5

Select from a list factors to consider in first-aid treatment of shock. Write an "X" in the blank before each correct answer.

___ 1. Maintain an adequate supply of oxygen (if available.)

___ 2. Maintain an adequate supply of cold drinks.

___ 3. Keep victim sitting up.

___ 4. Cover victim under and over the body to prevent loss of body heat and to stabilize blood.

___ 5. Give victim as many cold drinks as he or she wants, but never give hot drinks.

___ 6. Get medical help as soon as possible.

OBJECTIVE 6

Classify burns by degree according to descriptions of symptoms. Write a "1" in the space for a first-degree burn symptom, a "2" in the space before a second-degree burn symptom, and a "3" in the space before a third-degree burn symptom.

____a. Blistering

____b. Wet appearance of burned area due to loss of plasma

____c. Charred or white appearance of burned area

____d. Less pain (or no pain) due to nerve destruction

____e. Redness or discoloration

____f. Mottled or red areas

____g. Deep tissue destruction

____h. Pain greater than first degree

____i. Rapid healing

____j. Damage extending into the first layer of tissue

____k. Considerable swelling

____l. Mild swelling and pain

OBJECTIVE 7

Match first-, second-, and third-degree burns to their correct first-aid treatments. Write the correct letters in the blanks.

____1. Submerge the part in cold water (not ice water) until pain eases; blot dry gently and apply dry, sterile dressings; do not break blisters, and do not use any ointments, sprays, or home remedies on burned area

____2. Apply cold water, or submerge burned area in cold water; apply a dressing if necessary

____3. Cover burns with thick, sterile and/or clinically clean dressing, but do not immerse in water; do not remove any tissue or burned clothing; transport victim to hospital as quickly as possible

a. First-degree

b. Third-degree

c. Second-degree

OBJECTIVE 8

Describe first-aid steps to follow to control bleeding by direct pressure.

OBJECTIVE 9

State guidelines for administering first-aid for an eye injury.

For objects or chemicals in the eye that do not cut or penetrate the eye

For cuts of the eye or eyelid or objects that penetrate eye or that cannot be removed using above procedure

OBJECTIVE 10

List measures to take for prevention of heat exhaustion, heat cramps, and heat stroke.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

OBJECTIVE 11

Distinguish between signs and symptoms of heat exhaustion, heat cramps, and heat stroke. Write an "HE" in the blanks before signs and symptoms of heat exhaustion, an "HC" in the blanks before signs and symptoms of heat cramps, and "HS" in the blanks before signs and symptoms of heat stroke. Some blanks may have more than one correct answer.

____1. Slow, deep breathing

____2. Muscular twitching

____3. Possible loss of consciousness

____4. Abdominal pain

____5. Offensive body odor

____6. Strong, rapid pulse

____7. Nausea

____8. Pale, cool, and clammy skin

____9. Dizziness

___10. Approximately normal body temperature

___11. Hot, flushed (red) dry skin; no sweating

___12. Severe muscle cramps

OBJECTIVE 12

Distinguish between treatment of heat exhaustion, heat cramps, and heat stroke. Write an "HE" in the blanks before treatment of heat exhaustion, an "HC" before treatment of heat cramps, and an "HS" before treatment of heat stroke. Some blanks may have more than one correct answer.

___ 1. Do not give plain (unsalted) ice-cold drinks

___ 2. Cool the body immediately

___ 3. Call 911

___ 4. Apply cool, wet cloths

___ 5. Move victim out of the sun, preferably to an air-conditioned room

___ 6. Have victim lie down and raise feet 8 to 12 inches

___ 7. Remove clothing, and sponge body with cool (not cold) water

___ 8. Do not give stimulants or alcohol

___ 9. Provide continuous massage toward the heart

___ 10. Loosen clothing

___ 11. Allow fluids as desired if victim is able to swallow

___ 12. Give sips of salt water

___ 13. Victim should check with doctor before returning to work

___ 14. Give artificial respiration if needed

___ 15. Use fans, air-conditioners, or fan by hand to circulate air and promote cooling

___ 16. Exert firm pressure with your hands on the cramped muscles, or gently massage them

___ 17. Get victim to a cool place

___ 18. Fan

___ 19. Victim should avoid further exposure to abnormally warm temperatures

___ 20. Do not give stimulants

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 13 **Analyze case studies to determine correct first-aid treatments.** SCORE ________

OBJECTIVE 14 **Perform first-aid treatment for simulated accident victims.** RATING ________

OBJECTIVE 1

Match terms associated with first-aid to their correct definitions.

- **Accident**—Any suddenly occurring, unintentional event that causes injury or property damage
- **Clinically clean**—Anything freshly laundered or untouched from package

  EXAMPLES: Paper towels, sanitary napkins
- **Closed fracture**—Broken bone beneath the skin with no open wound
- **First-aid**—Immediate, temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained
- **Hemorrhage**—Heavy loss of blood
- **Open fracture**—Broken bone associated with an open wound

  EXAMPLES: Broken bone end tears through skin, machinery penetrates skin and breaks one or more bones
- **Resuscitation**—Act of reviving a full arrest person by preforming CPR

  EXAMPLES: Mouth-to-mouth resuscitation, cardiopulmonary resuscitation (CPR)
- **Shock**—Depressed condition of many of the body functions due to failure of enough blood to circulate through the body following serious injury
- **Sterile**—Germ-free, individually wrapped medical supplies
- **Tourniquet**—Device such as a bandage and stick used to compress a blood vessel to stop bleeding or to control blood flow

  CAUTION: **A tourniquet should be used only for severe, life-threatening hemorrhage that cannot be controlled by any other means.**
- **Trauma**—Anything that physically injures or emotionally upsets a person

- **Traumatic shock**—Body's reactioin to a trauma

OBJECTIVE 2

Discuss reasons why first-aid skills are needed.

- Knowledge of first-aid skills may mean the difference between life and death

  NOTE: Accidents are the number one cause of death.

- Knowledge of first-aid skills may mean the difference between temporary or permanent injuries
- Knowledge of first-aid skills teaches one what to do and what not to do in an emergency
- There may not be time to wait for professional medical help after an accident

OBJECTIVE 3

Arrange in order immediate steps to follow when giving first-aid actions in an emergency.

NOTE: These steps are important not only because they may help the victim but also because the information learned must be reported accurately when you call for professional medical help. Keep in mind that an accident affects not only a person's physical condition, but also emotional and mental state.

1. Observe overall emergency, rescue victim and yourself if needed

   NOTE: Find out exactly what happened as quickly as possible because this will prepare you for examining the victim and determining what to do first.

2. Check breathing, restore if needed

   NOTE: Check by laying your hand on victim's chest and holding your ear to victim's nose and mouth.

3. Check pulse or heartbeat

   NOTE: Pulse in wrist may be reduced, so check pulse in neck or groin.

4. Control heavy bleeding
5. Treat for poisoning
6. Prevent traumatic shock

7. Examine victim carefully to evaluate injury
8. Seek medical help
9. Keep checking and assisting victim until medical help is obtained

   NOTE: If you are not sure of symptoms and/or cause of emergency, do not move the victim. Keep victim quiet and warm, do not give victim anything to drink or eat.

OBJECTIVE 4

Name signs and symptoms of traumatic shock.

NOTE: Do not confuse traumatic shock with electrical shock. Electrical shock, in which electricity flows through the body, can lead to traumatic shock. Traumatic shock is likely to occur with any type of injury, and can become more severe with severe injuries. Even though an injury itself may not be serious enough to cause death, traumatic shock which occurs as a result of it can result in death.

Early Stages

- Pale or bluish skin that is cool to the touch
- Moist, clammy skin if perspiration has occurred
- General weakness
- Rapid, weak pulse

  NOTE: A normal pulse while a person is resting will range from 70 to 80 beats per minute. A person with traumatic shock will have a weak and rapid pulse which may need to be checked in the neck.

- Rapid, shallow, possibly irregular breathing
- Restlessness or anxiety
- Vomiting or nausea
- Excessive thirst

Late stages

- An attitude of not caring
- Unresponsiveness

- Sunken eyes with dilated pupils
- Spotty or mottled appearance of skin (bluish color to lips and nailbeds)
- Low body temperature, cool and clammy skin
- Loss of consciousness, leading to death if untreated

OBJECTIVE 5 **Select from a list factors to consider in first-aid treatment of shock.**

NOTE: Shock may be caused by the loss of any body fluid resulting from prolonged conditions, severe injuries, infection, heart attack or stroke, poisoning, or lack of oxygen. Shock may also be caused by metabolic disorders such as diabetes.

- Keep victim lying down (feet elevated 10 to 12 inches)
- Maintain adequate supply of oxygen (if available)
- Cover victim under and over body to prevent loss of body heat and to stabilize blood circulation

  CAUTION: It is necessary to put cover both under and over the victim; without both types, the victim could still lose body heat

  EXAMPLES: A person lying on cold concrete with only a cover over the body would still be cold from lying on the concrete and could freeze to death

- Use good judgment in giving fluids; consider the victim's condition and the cause of shock

  NOTE: If the victim can hold a glass or container, then he or she is probably able to drink and swallow. If the victim cannot hold a glass, then he or she is probably unable to drink; never force the victim to do so; this could result in choking. Give only a few sips of fluid at a time, and give no alcoholic beverages. If there is a danger of victim's choking or vomiting, do not give any fluids.

- Get medical help as soon as possible

OBJECTIVE 6

Classify burns by degree according to descriptions of symptoms.

First-degree burns

NOTE: First-degree burns can be caused by sunburn, light contact with hot objects, or contact with hot water or scalding steam.

- Redness or discoloration, hot to the touch
- Mild swelling and pain
- Rapid healing

Second-degree burns

NOTE: Second-degree burns can be caused by contact with hot liquids or by a deep sunburn.

- Pain greater than first degree
- Damage extending into the first layer of tissue
- Mottled or red areas
- Blistering
- Considerable swelling
- Wet appearance of burned area due to loss of plasma

Third-degree burns

NOTE: Third-degree burns can be caused by contact with flame, hot objects, acid, electricity, or immersion in hot water.

- Deep tissue destruction
- Less pain (or no pain) due to nerve destruction

  NOTE: Pain may be greatly diminished because nerve tissue has been burned. Areas around the third-degree burn may be first- and second-degree.

- Charred or white appearance of burned area

OBJECTIVE 7

Match first-, second-, and third-degree burns to their correct first-aid treatments.

NOTE: When assessing burns to determine treatment, look at the percentage of the body burned and the areas injured. Do not allow any two burned surfaces to touch, place sterile dressing between fingers and toes.

- **First-degree**—Apply cold water, or submerge burned area in cold water; apply a dressing if necessary
- **Second-degree**—Submerge the part in cold water (not ice water) until pain eases; blot dry gently and apply dry, sterile dressings; do not break blisters, and do not use any ointments, sprays, or home remedies on burned area
- **Third-degree**—Cover burns with thick, sterile and/or clinically clean dressings, but do not immerse in water; do not remove any tissue or burned clothing; transport victim to hospital as quickly as possible

OBJECTIVE 8

Describe first-aid steps to follow to control bleeding by direct pressure.

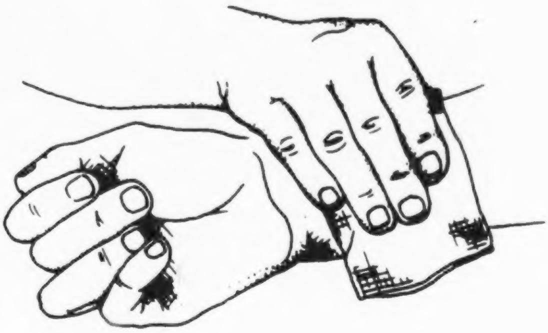
NOTE: A victim may suffer shock and loss of consciousness from loss of blood. Because it is possible to bleed to death in a very short time, bleeding should be brought under control as soon as possible.

- Apply dressing (prepared gauze, clean handkerchief, clean articles of clothing) to wound, using firm pressure with hand (Figure 1)

  NOTE: In some cases the bare hand has to be used until a suitable dressing or compress can be found.

EXAMPLE:

FIGURE 1

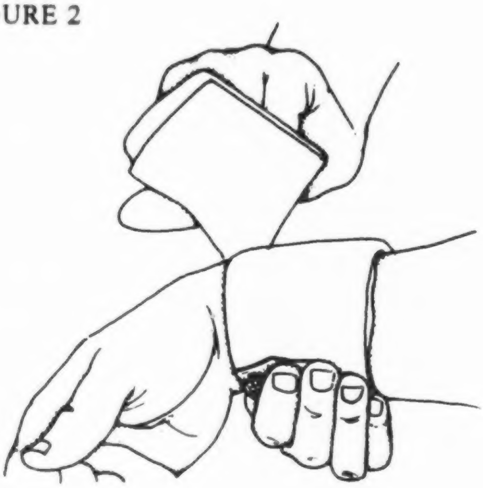


- Check frequently to see if bleeding has stopped or slowed (Figure 2)

CAUTION: Do not disturb clots after they have formed. If blood soaks through cloth, do not remove, but add more layers of dressing.

EXAMPLE:

FIGURE 2



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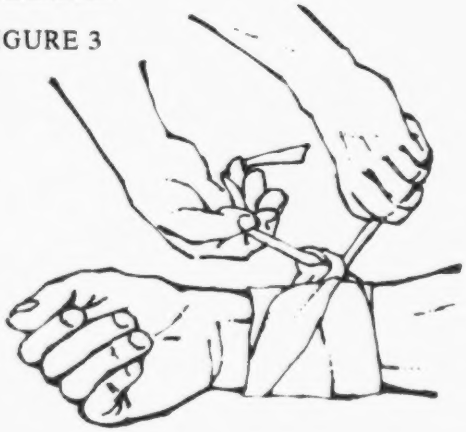
- If bleeding is still active apply a pressure bandage by holding the dressing in place with one hand, wrapping bandage directly over and around the injured area, and tying the knot over the wounded area; check for presence of pulse below the bandage (Figure 3)

  NOTE: Use firm motion, but do not wrap too tightly or circulation will be impaired. If circulation is absent, then the pressure dressing has become a tourniquet.

  EXAMPLE:

  FIGURE 3

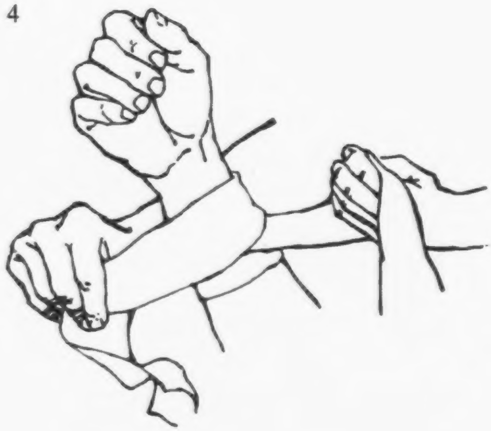


- If injury is to a limb, elevate limb, if possible, above the level of the victim's heart (Figure 4)

  NOTE: Limb should be elevated only if no apparent fracture has occurred in injured limb.

  EXAMPLE:

  FIGURE 4



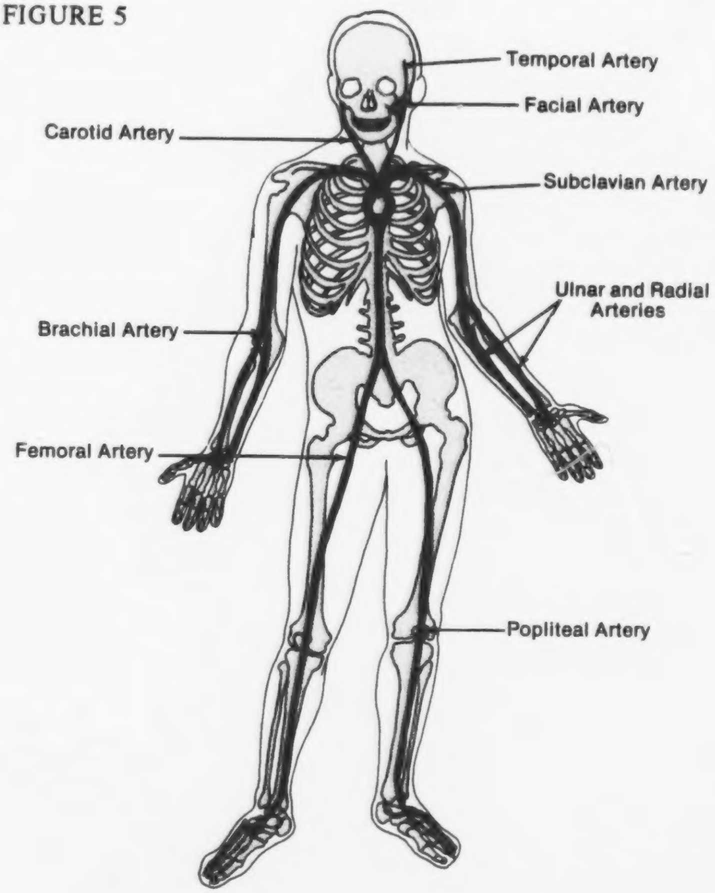
- If bleeding continues, apply pressure on the main artery that supplies blood to the injured area (pressure point)
  - Apply only enough pressure to slow bleeding and check for pulse

CAUTION: Apply a tourniquet ONLY AS A LAST RESORT. A tourniquet may be necessary to save the victim's life, but remember that a tourniquet cuts off circulation and may cost the victim his or her limb. If you must use a tourniquet, MAKE SURE that the victim is seen by a physician as soon as possible.

NOTE: Refer to the following diagram (Figure 5) for pressure points to control bleeding in various areas. Pressure points should be used to control bleeding when direct pressure and pressure bandage is not enough.

EXAMPLE:

FIGURE 5


Temporal Artery
Facial Artery
Carotid Artery
Subclavian Artery
Ulnar and Radial Arteries
Brachial Artery
Femoral Artery
Popliteal Artery

OBJECTIVE 9 **State guidelines for administering first-aid for an eye injury.**

For objects or chemicals in the eye that do not cut or penetrate the eye

- Flush eye with room-temperature water or solution designed for flushing eyes
- Use clean, soft cloth to gently try to remove object
- Do not use hard or sharp objects to try to clean eye

  EXAMPLES: Tweezers, brushes, toothpicks
- Do not allow victim to rub eyes

For cuts of the eye or eyelid or objects that penetrate eye or that cannot be removed using above procedure

- Get medical help immediately
- Do not wash eye
- Do not try to remove object
- Cover eyes lightly with clean dressing
- Inform victim to look straight ahead and not to move the eyes

  NOTE: The purpose in covering the eyes is to keep the person from blinking or moving the object which is in the eye. For this reason both eyes must be covered, not just the injured eye.

OBJECTIVE 10 **List measures to take for prevention of heat exhaustion, heat cramps, and heat stroke.**

NOTE: Your body is mostly water, and heat takes water away from your body. This can lead to cramps or heat exhaustion.

CAUTION: **If your body becomes even more heat-stressed, a stroke could occur, leading to possible paralysis, brain damage, or death.**

- Drink plenty of fluids
- Increase salt intake

NOTE: Electrolyte solutions provide a palatable method of taking salt, potassium, glucose, and ascorbic acid to combat heat fatigue and prevent an electrolyte imbalance from occurring.

- Do not overexert
- Wear lightweight clothing
- If outdoors, keep head covered and face shaded
- Take frequent, short work breaks
- Rest in shade or air-conditioned room whenever possible

OBJECTIVE 11

Distinguish between signs and symptoms of heat exhaustion, heat cramps, and heat stroke. (Transparency 1)

Signs and symptoms of heat exhaustion

- Approximately normal body temperature
- Pale, cool, and clammy skin
- Heavy sweating
- Headache
- Nausea
- Possible vomiting
- Weakness, tiredness
- Fast, weak pulse

NOTE: Victim will probably retain consciousness as head is lowered.

Signs and symptoms of heat cramps

NOTE: Heat cramps may precede an attack of heat exhaustion.

- Abdominal pain
- Nausea
- Dizziness
- Pale skin

- Heavy sweating
- Muscular twitching
- Severe muscle cramps

Signs and symptoms of heat stroke

- Heat stroke is an immediate, life-threatening emergency, urgently requiring medical attention.
- Visual disturbances

  EXAMPLE: Pink/red blur spots
- Nausea
- Dizziness
- High body temperature

  NOTE: Body temperature may be as high as 106° F.
- Hot, flushed (red) dry skin; no sweating

  EXAMPLE No sweating in armpits
- Strong, rapid pulse
- Slow, deep breathing
- Offensive body odor
- Possible convulsions
- Possible loss of consciousness

OBJECTIVE 12 **Distinguish between treatment of heat exhaustion, heat cramps, and heat stroke.**

Treatment of heat exhaustion

NOTE: Recovery is usually complete, with proper care.

- Move victim out of the sun, preferably to an air-conditioned room
- Loosen clothing
- Fan

- Apply cool, wet cloths
- Give sips of salt water

EXAMPLE: Give 1/4 teaspoon of salt per glass of water (one teaspoon per quart) every fifteen minutes for an hour.

- Allow fluids as desired if victim is able to swallow

NOTE: If victim is vomiting, get him or her to a hospital.

- Have victim lie down and raise feet 8 to 12 inches
- Victim should avoid further exposure to abnormally warm temperatures
- Victim should check with doctor before returning to work

Treatment of heat cramps

- Get victim to a cool place
- Exert firm pressure with your hand on the cramped muscles, or gently massage them
- Give sips of salt water

EXAMPLE: Give 1/4 teaspoon of salt per glass of water (one teaspoon per quart) every fifteen minutes for an hour.

- Do not give plain (unsalted) ice-cold drinks
- Do not give stimulants or alcohol

EXAMPLES: Colas, beer, coffee, tea

Treatment of heat stroke

- Cool the body immediately

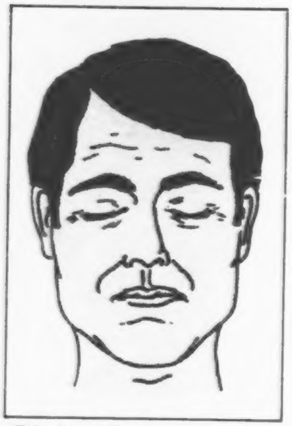
NOTE: Once temperature is reduced to 102° F, guard against overchilling.

- Remove clothing, and sponge body with cool (not cold) water
- Use fans, air-conditioners, or fan by hand to circulate air and promote cooling
- Provide continuous massage toward the heart

- Give artificial respiration if needed
- Call 911
- Do not give stimulants or alcohol

  EXAMPLES: Colas, beer, coffee, tea

Heat Stroke

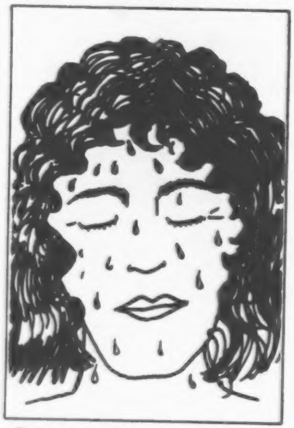


Skin Condition

Hot Red Dry

Cool body quickly.
Get immediate medical help.

Heat Exhaustion



Skin Condition

Clammy Pale Heavy Sweating

Get victim out of sun and heat, elevate feet, cool body, give sips of salt water.

ASSIGNMENT SHEET 1 — DEVELOP FIRST-AID SKILLS — XII

NAME ______________________________ SCORE ______

OBJECTIVE 13 **Analyze case studies to determine correct first-aid treatments.**

INTRODUCTION Prompt and efficient use of first-aid skills may save your life or that of your co-workers. First-aid skills can reduce the seriousness of an injury even in cases which are not life-threatening, and keep them from developing into life-threatening situations. The first thing you must do in an accident or emergency situation is to determine the nature and extent of the victim's injuries so that you can determine the proper treatment or action.

DIRECTIONS Read the following case studies and decide what kinds of first-aid treatments or actions are needed for each situation. You will need to study each situation, determine the victim's problem, and explain the necessary first-aid treatment or action. Be specific enough to show your instructor that you understand the problem and the required treatment or action. Write your answers on a separate sheet of paper.

A. Troy, one of your co-workers at the Nifty Nursery and Garden Supply, was uncrating some boxes in back of the store and stepped on a nail. The nail penetrated his shoe and entered his foot. Troy took the nail out easily and there is only minimal bleeding. But a few minutes later you notice that Troy's face appears pale and his skin feels cool and clammy. He complains of feeling queasy, and says he wants to rest. Your supervisor is away from the store at the moment. What is the problem and how should it be treated?

B. You arrive for the afternoon shift at a local auto repair shop and discover that minutes before you got there, Jennifer was spraying something near an open gas flame which resulted in a fire. Jennifer has burns over her face, hands, and forearms. When you arrive, she is in intense pain. Her hands are swollen and blistered. They appear to be wet, almost waxy. Her face looks puffy with scattered blisters and dark red patches. What type of burn does Jennifer have, and how should it be treated?

C. You work in a local hardware store. You overhear a customer a few aisles away ask John (a new employee) to open a can of adhesive so the customer can decide if he wants to purchase it. Before you can tell John that it is company policy not to open merchandise for customers, he has already opened the can in a sudden motion. The lid flies off and the material splatters into John's eyes. Luckily, the customer escaped harm. John exclaims, "My eyes are burning!" and runs for the stockroom. What should you do?

D. It is a hot August day and the air-conditioning has gone out at the local department store where you work. Late in the afternoon, you notice that the stockperson, Dan, begins to feel dizzy. He is sweating heavily and looks pale. Suddenly, he pulls up his pant leg and begins rubbing the calf and thigh. You notice that the muscles in his leg are jerking spasmodically. What is the problem? How should it be treated?

E. You and Donna are cashiers at the Avondale Dry Cleaners. Business has been slow the last few hours and it is extremely hot. The two of you decide to move the electric fan closer to the cashier's area. Donna, in a hurry, neglects to unplug the fan before moving it, since it has a long extension cord attached. As she picks it up, her hand catches in the blades. She screams and you see blood gushing from the wound where part of a finger appears to be severed and the top of her hand has a large gash. As you wipe away the blood, you see streaks of white from tendons or bones for a moment which immediately disappear in the flow of blood. What actions should you take?

F. Shortly after you arrive for work at a local gas station, you hear a loud crash and then an explosion. There has been a car wreck just outside of the station and the car which was rear-ended has exploded in flames. The driver, a middle-aged woman, was apparently inspecting the damage to her car when it burst into flames. She runs toward you, screaming. You knock her down and roll her on the ground to smother the flames. The car continues to burn, but you have extinguished the flames on the victim's clothing. She is unconscious but breathing. Her pulse is rapid but weak. Her clothing is burned badly and her legs are covered with ashy white burns surrounded by dark brown and black areas. Charred cloth from her pants is embedded in the burns. She has considerable blistering on her stomach, face, and hands. What is the problem? How should you care for this accident victim?

G. You and Sean are unloading merchandise at the Entertainment Unlimited television and stereo store. A large console television which was backordered has finally arrived. Sean, in a hurry to get it in the storeroom, insists that the two of you can carry it into the building. As he picks up one end of the box, he slips and falls. The box lands on his lower leg. After the box has been removed, you discover that Sean's lower leg is bent at an odd angle. There is discoloration, swelling, and considerable pain and tenderness. What is the problem, and how should it be treated?

ASSIGNMENT SHEET 1

A. Problem: Traumatic shock

Treatment: Have victim lie down, and raise his feet and legs if moving them does not cause pain; cover victim; get medical help as soon as possible, including tetanus shot

B. Problem: Second-degree burns

Treatment: Submerge victim's hands in cold water and apply cold, wet cloths to other burned areas until pain eases; blot dry gently with sterile dressing or clean, lint-free cloths; apply sterile dressing, using care not to break blisters; check respiratory response; get medical help as soon as possible

C. Problem: Foreign substance in eyes

Treatment: Flush eyes with copious amounts of room-temperature water, gently place sterile gauze pad over both eyes; call 911 and get medical help as soon as possible

D. Problem: Heat exhaustion and heat cramps

Treatment: Move victim to air-conditioned room, and have victim lie down; loosen victim's clothing, apply cool, wet cloths, and fan to promote cooling; apply firm pressure to cramped area; give sips of salt water; call 911 and get medical help as soon as possible

E. Problem: Heavy bleeding

Treatment: Use direct pressure over wounded area; apply a thick dressing (prepared gauze or clean cloth) directly over wounds and press with hands; elevate wound if it does not cause victim pain; if bleeding is still active, apply pressure bandage; if bleeding continues, keep using direct pressure and use a pressure point until bleeding is under control; treat victim for shock; get medical help as soon as possible

F. Problem: Second- and third-degree burns, shock

Treatment: Treat for shock; apply cold, wet cloths to stomach, face, and hands; blot dry and apply sterile dressing, using care not to break blisters; cover leg burns with dry, thick sterile dressing and immobilize burned area as much as possible; call 911 and get medical help as soon as possible

G. Problem: Closed fracture

Treatment: Immobilize the joints above and below suspected fracture with splints, taking care to move the bones as little as possible; elevate limb slightly to reduce hemorrhage and swelling; treat to prevent shock; call 911 and get medical help as soon as possible

JOB SHEET 1 — DEVELOP FIRST-AID SKILLS — XII

NAME ______________________________ RATING ______

OBJECTIVE 14

Perform first-aid treatment for simulated accident victims.

INTRODUCTION

Accidents themselves are bad enough. But they are almost always unexpected, and the reactions of the people involved can make a big difference in how serious the consequences become. Knowledge of first-aid skills will help you to better analyze accident situations and decide what needs to be done. Often, such knowledge can mean the difference between inconvenience and serious injury, or between life and death.

DIRECTIONS

Do the following procedures after your instructor has demonstrated them to the class. Refer to Information Sheet if needed for each procedure.

EQUIPMENT AND MATERIALS

- Doll or dummy
- Clean dressings (prepared gauze, clean handkerchiefs, clean articles of clothing)
- Blankets
- Water and basin
- Rubbing alcohol
- Salt
- Cup or glass
- Measuring spoons
- Sterile dressings (gauze pad and cotton)
- Splint material
- Strips of material for securing splints
- Towels

Part I

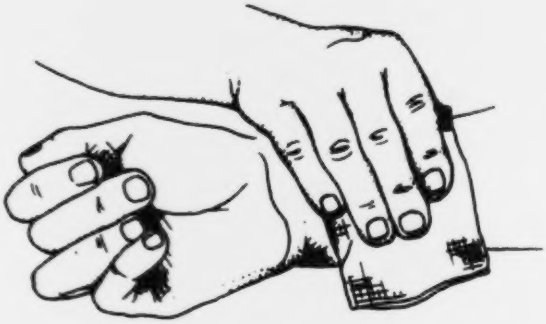
Procedure for bleeding victim

WARNING Never remove a penetrating object from a wound as this could be fatal for the victim. Apply bulky dressing around the object as best you can to stabilize the object. Direct pressure and elevation will stop bleeding from most wounds.

A. Apply thick dressing (prepared gauze, clean handkerchiefs, clean articles of clothing) directly over wound, and press firmly with hand (Figure 1)

NOTE: If no dressings are available, use your bare hand until a suitable dressing can be found.

FIGURE 1



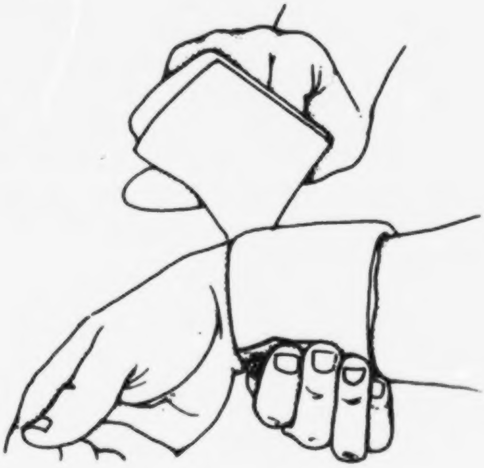
B. Elevate area of body with wound when you apply direct pressure if it does not cause victim pain and you do not suspect broken bones

C. Check dressing frequently to see whether bleeding has stopped or slowed

CAUTION: Do not disturb blood clots after they have formed. IF blood soaks through dressing, do not remove dressing, but add more layers. Never cover up dressing with blanket or other item, as you will be unable to see if victim starts to hemorrhage.

D. IF bleeding is still active, apply a pressure bandage by holding the dressing in place with one hand, wrapping bandage directly over and around wound, and tying knot over wound; do not reduce pressure (Figure 2)

FIGURE 2



E. IF bleeding continues, retain direct pressure bandage (and elevation when suitable), but also use a pressure point

CAUTION: Do not use a pressure point for an arm or leg wound unless direct pressure and elevation do not stop the bleeding.

F. When bleeding is under control, gradually release the pressure point

G. Treat victim to prevent traumatic shock

CAUTION: A victim may suffer shock, loss of consciousness, and even cardiopulmonary arrest from loss of blood. Because it is possible to bleed to death in a very short time, bleeding should be given urgent care.

H. Get medical help as soon as possible

Part II Procedure for victim of poisoning

A. Inhaled toxic gases, vapors, or mists

WARNING IF the victim is in an enclosed area, do NOT attempt to rescue victim; call the fire department or rescue squad.

1. Remove victim to source of fresh air
2. While you attend to victim, direct someone to call an emergency squad

   NOTE: The person who calls the emergency squad must indicate the nature of the problem and explain that oxygen should be brought to the scene.

3. Loosen victim's clothing
4. IF victim is unconscious, keep an open airway and give artificial respiration or CPR if indicated

   WARNING Only perform mouth-to-mouth resuscitation if you tolerate the toxic gases.

5. Save label from or container of suspected poison for identification
6. Continue checking and assisting victim until medical help arrives

B. Absorption or skin contact with harsh or corrosive substance

1. Remove victim's contaminated clothing
2. If substance is wet, wash affected area with copious amounts of water; if substance is dry, brush it off completely before washing area

   NOTE: When you add water to a hazardous dry chemical, the substance is activated and it can irritate or burn the skin more severely than when it was dry.

3. If poisoning is from corrosive substance, send for an ambulance immediately
4. Continue washing all contaminated skin with soap and water until completely neutralized
5. Keep victim's airway open and give artificial respiration if indicated

6. Continue checking and assisting victim until medical help arrives

C. Ingested poison

1. Dilute poison by having victim drink a glass of water or milk **IF** victim is conscious and **NOT** having convulsions and IF ingested substance is **NOT** corrosive

   NOTE: Discontinue dilution if it makes victim nauseated. **IF** victim does vomit, save a sample of the vomit for identification of the poison.

   WARNING Do not induce vomiting if patient goes into convulsions and/or if substance is corrosive (petroleum-based.)

2. Seek medical assistance by calling poison control center or a physician.

   NOTE: You should post the poison control number for your region on your telephone. IF you do not have the number, dial 0 or 911.

3. IF victim is unconscious, keep victim's airway open and give artificial respiration or CPR if indicated

4. Save label from container of suspected poison for identification

5. Continue checking and assisting victim until medical help arrives

Part III Procedure for victim of traumatic shock

A. Keep victim lying down

B. IF victim is bleeding from the mouth, place victim on one side so the blood will drain from mouth (Figure 3)

FIGURE 3

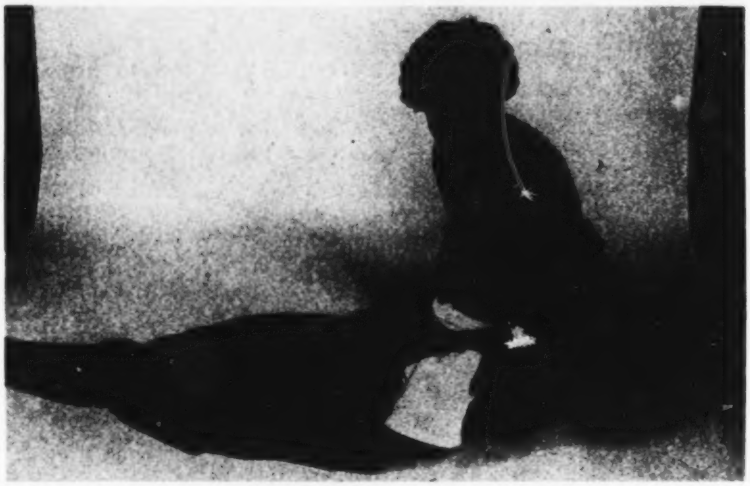
C. **IF victim feels faint, raise feet and legs—but only if moving the legs does not cause injury or pain (Figure 4)**

FIGURE 4

D. IF victim is having difficulty breathing, raise the head and shoulders only (Figure 5)

CAUTION: Raising only the head may bend the neck and block the airway. Do not raise head and shoulders if you suspect a neck or back injury.

FIGURE 5



E. Cover victim to prevent loss of body heat

CAUTION: Put cover both under and over the victim; without both types, the victim could still lose body heat

F. Give no drinks or food

G. Get medical help as soon as possible

Part IV Procedure for victim of heat distress

A. Heat stroke

CAUTION: Heat stroke is always a life-threatening situation. In heat stroke, the victim's temperature-control system, which causes sweating, stops working correctly. The body temperature rises so high that brain damage and death will result if the victim is not cooled quickly.

1. Move victim out of sun, preferably to an air-conditioned room

2. Cool the body immediately by soaking victim in cool but not cold water; sponging the body with cool water; or pouring water over the body

3. When victim's body temperature has been reduced to a safe level (approximately 102° f), stop cooling process and observe the victim for about 10 minutes

4. IF temperature starts to rise again, cool the victim again

   NOTE: Use fans, air-conditioners, or fan by hand to circulate air and promote cooling. Do **not** give coffee, tea, or alcoholic beverages.

5. Transport victim to hospital immediately

   NOTE: Patients who are in process of being cooled by the above methods may shiver uncontrollably—this is the body's reaction to the different temperature. Do not cover patient.

B. Heat exhaustion

1. Move victim out of sun, preferably to an air-conditioned room

2. Loosen victim's clothing, apply cool, wet cloths; and fan to promote cooling

3. Give sips of water (1/4 teaspoon of salt per glass of water) every 15 minutes for an hour

   CAUTION: IF victim is vomiting, give no fluids.

4. Have victim remain lying down, and raise victim's feet 10 to 12 inches

5. Transport victim to hospital

   NOTE: Medical care is needed for heat exhaustion.

C. Heat cramps

CAUTION: IF left untreated, the victim of heat cramps may develop heat stroke.

1. Move victim out of sun, preferably to an air-conditioned room

2. Have victim lie down

3. Apply firm pressure with your hand on the cramped muscles, or gently massage them

4. Give sips of salt water as for heat exhaustion

5. Have victim remain lying down, and elevate victim's feet/legs 10 to 12 inches

Part V Procedure for burn victim

A. First-degree burns

1. Apply cold water or submerge burned area in cold water

2. Apply a dry, sterile dressing to protect injury if necessary

B. Second-degree burns

1. Submerge burned area in cold water until pain eases, or apply cold, wet cloths

CAUTION: Do not use ice water.

2. Blot dry gently with sterile dressing or clean, lint-free cloths

3. Apply dry, sterile dressing, using care not to break blisters

CAUTION: Do not apply cream, ointments, sprays, or other substances to burn.

4. Get medical help as soon as possible

C. Third-degree burns

1. IF burning process has not stopped

   a. Remove smoldering clothing

   b. Immerse burned area in clean, cold water

CAUTION: Do not apply water to burn or immerse burn in water UNLESS burning process has not been stopped. Immerse burned area for no more than 10 minutes. Prolonged immersion may cause life-threatening loss of body heat.

2. When burning process has stopped, cover burn with dry, thick, sterile dressing

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3. Immobilize burned area as much as possible

4. Monitor victim's breathing and circulation

5. Treat to prevent traumatic shock

6. Transport victim to hospital as quickly as possible

Part VI Procedure for victim with foreign object or substance in eye

CAUTION: **In an urgent-care situation involving a victim with an object or substance in the eye, flush the eye immediately with water from a water fountain or from a gently running hose or faucet. Never use a hose that is fitted with a power nozzle.**

A. Wash hands

B. Explain procedure to victim

C. Position victim with affected eye lower than the good eye

NOTE: This is done so that the contaminated fluid does not run from the affected eye to the good eye.

D. Moisten a sterile gauze pad with water; and clean any debris from eyelid **only if** there is no foreign object in the eye, do **not** press on the eyelid as that may cause the object to embed.

E. Use thumb and index finger to open eyelid

F. Flush eye by gently directing a stream of room-temperature water into inner side of eye

CAUTION: **Do not touch the edge of the water container to the eye**

G. Flush eye with copious amounts of water, especially if condition is caused by a caustic substance

H. Save flushed-out foreign object if this is what has caused the condition

NOTE: The medical personnel may need to see the object—note its shape and composition—when treating the injured eye.

I. Gently place sterile gauze pad over both eyes

J. Transport victim to hospital immediately

Part VII Procedure for victim with suspected fracture

A. Closed fracture

1. Ask victim what happened and what hurts

2. Examine victim carefully

   CAUTION: Do not move or have the victim move body parts that may be injured.

   NOTE: After your initial examination, you will know whether an ambulance is needed. If so, ask someone to call an ambulance while you attend to the victim.

3. IF you cannot get immediate medical help, immobilize the joints above and below suspected fracture with splints, taking care to move the bones as little as possible

   NOTE: There are many types of splints available commercially; however, satisfactory emergency splints can be made from corrugated cardboard, newspapers, boards, straight sticks, or rolled blankets.

   a. Choose or create a splint long enough to extend past the joints on either side of suspected fracture

   b. Slide splints into place, taking care to move the bones as little as possible

   c. Place padding (folded cloths, dressings, handkerchiefs, etc.) between splint and skin, especially over bony places

   d. Hold splints in place with strips of cloth torn from clothing or with bandages, neckties, large handkerchiefs, or other suitable material

   CAUTION: Do not cut off circulation by tying the cloth strips too tightly.

   e. In fractures of the arm or leg, inspect fingers and toes often for swelling or bluish discoloration—signs that the bandages are too tight

f. Loosen bandages and re-apply them if these signs appear

g. Remove all jewelry, rings, and watches from affected limb before swelling occurs

NOTE: Otherwise, jewelry or watches may have to be sawed off.

4. Elevate limb slightly to reduce hemorrhage and swelling

5. Treat to prevent traumatic shock

6. Transport victim to hospital if an ambulance is not needed

B. Open fracture

NOTE: Open fractures are much more serious than closed fractures because of tissue damage and bleeding, the danger of infection, and the fact that the fracture area is always contaminated.

1. Remove or cut away victim's clothing in area of suspected fracture

2. Examine victim carefully

CAUTION: Do not move or have the victim move body parts that may be injured.

NOTE: After your initial examination, you will know whether an ambulance is needed. If so, ask someone to call an ambulance while you attend to the victim.

3. IF bone fragment is **not** sticking out, control hemorrhage by applying pressure through a thick, sterile dressing over wound

CAUTION: Do not wash the wound, probe the wound, or insert your fingers in it.

4. IF bone fragment **is** sticking out, cover entire wound with large, thick, sterile bandage compress or pads; **if** these are not available, use freshly laundered sheets or towels

CAUTION: Never attempt to set or reduce a fracture or try to push a protruding bone end back in place.

5. IF you cannot get immediate medical help, apply splints as described for closed fractures in the position found; make the splint fit the fracture

EXAMPLE: If arm is bent upward, do not try to straighten it out, but make a splint suitable for the arm as it is bent.

6. Elevate limb slightly to reduce hemorrhage and swelling

7. Treat to prevent traumatic shock

8. Transport victim to hospital if an ambulance is not needed

PRACTICAL TEST 1

DEVELOP FIRST-AID SKILLS

XII

JOB SHEET 1

Perform first-aid treatment for simulated accident victims.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Correctly identified problem.	____	____
2. Used correct treatment.	____	____
3. Determined correct variables required by condition.	____	
4. Used proper aids.	____	____
5. Used aids correctly.	____	____
6. Observed safety precautions.	____	____
7. Successfully completed each required step.	____	____
8. Performed steps in correct sequence.	____	____
9. Performed steps in a timely manner.	____	____
10. Provided satisfactory responses to questions asked.	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Performed appropriate First-aid treatment for the situation presented				

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled--Can perform job with no additional training

3 - Moderately skilled--Has performed job during training program; limited additional training may be required

2 - Limited skill--Has performed job during training program; additional training is required to develop skill

1 - Unskilled--Is familiar with process; but is unable to perform job

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with first-aid to their correct definitions. Write the correct letters in the blanks.

____ 1. Anything freshly laundered or untouched from package

____ 2. Device such as a bandage and stick used to compress a blood vessel to stop bleeding to control blood flow

____ 3. Broken bone beneath the skin with no open wound

____ 4. Any suddenly occurring, unintentional event that causes injury or property damage

____ 5. Depressed condition of many of the body functions due to failure of enough blood to circulate through the body following serious injury

____ 6. Broken bone associated with an open wound

____ 7. Body's reaction to a trauma

____ 8. Heavy loss of blood

____ 9. Anything that physically injures or emotionally upsets a person

___ 10. Act of reviving a full arrest person by performing CPR.

___ 11. Immediate, temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained

___ 12. Germ-free, individually wrapped medical supplies

a. Open fracture

b. Remission

c. Hemorrhage

d. Event

e. Tourniquet

f. Intermediate wound

g. Closed fracture

h. CPR revival

i. First-aid

j. Traumatic shock

k. Accident

l. Extra-strength bandage

m. Technically clean

n. Resuscitation

o. Trauma

p. Sterile

q. Clinically clean

r. Shock

OBJECTIVE 2

Discuss reasons why first-aid skills are needed.

____

____

____

____

____

OBJECTIVE 3

Arrange in order immediate steps to follow when giving first-aid actions in an emergency. Write a "1" in the blank before the first step, a "2" in the blank before the second step, and so on.

____a. Check pulse or heartbeat

____b. Treat for poisoning

____c. Seek medical help

____d. Control heavy bleeding

____e. Observe overall emergency, rescue victim and yourself if needed

____f. Check breathing, restore if needed

____g. Prevent traumatic shock

____h. Examine victim carefully to evaluate injury

____i. Keep checking and assisting victim until medical help is obtained

OBJECTIVE 4

Name signs and symptoms of traumatic shock. Write your answer in the space provided.

Early Stages

____

____

____

____

____

Late Stages

____

____

____

____

____

OBJECTIVE 5 **Select from a list factors to consider in first-aid treatment of shock.** Write an "X" in the blank before each correct answer.

____ 1. Maintain an adequate supply of oxygen (if available)

____ 2. Let victim sit up or change positions if preferred

____ 3. Get medical help as soon as possible

____ 4. Do not cover victim, as this will enable victim to retain more body heat and stabilize blood

____ 5. Use good judgement in giving fluids; consider the victim's condition and the cause of shock

____ 6. Keep victim lying down (feet elevated 10 to 12 inches)

____ 7. Immediately give victim something to drink

OBJECTIVE 6 **Classify burns by degree according to descriptions of symptoms.** Write a "1" in the space for a first-degree burn symptom, a "2" in the space before a second-degree burn symptom, and a "3" in the space before a third-degree burn symptom.

____ a. Wet appearance of burned area due to loss of plasma

____ b. Mottled or red areas

____ c. Rapid healing

____ d. Deep tissue destruction

____ e. Mild swelling and pain

____ f. Blistering

____ g. Less pain (or no pain) due to nerve destruction ____h. Redness or discoloration, hot to touch

____ i. Pain greater than first degree

____ j. Charred or white appearance of burned area

____k. Considerable swelling

____ l. Damage extending into the first layer of tissue

OBJECTIVE 7

Match first-, second-, and third-degree burns to their correct first-aid treatments. Write the correct letters in the blanks.

____1. Apply cold water, or submerge burned area in cold water; apply a dressing if necessary

____2. Cover burns with thick, sterile and/or clinically clean dressings, but do not immerse in water; do not remove any tissue or burned clothing; transport victim to hospital as quickly as possible

____3. Submerge the part in cold water (not ice water) until pain eases; blot dry gently and apply dry, sterile dressings; do not break blisters, and do not use any ointments, sprays, or home remedies on burned area

a. First-degree

b. Intermediate-degree

c. Third-degree

d. Chronic-degree

e. Second-degree

OBJECTIVE 8

Describe first-aid steps to follow to control bleeding by direct pressure. Write your answer in the space provided.

____

____

____

____

____

____

OBJECTIVE 9 **State guidelines for administering first-aid for an eye injury.**

For objects or chemicals in the eye that do not cut or penetrate the eye

For cuts of the eye or eyelid or objects that penetrate eye or that cannot be removed using above procedure

OBJECTIVE 10 **List measures to take for prevention of heat exhaustion, heat cramps, and heat stroke.**

OBJECTIVE 11

Distinguish between signs and symptoms of heat exhaustion, heat cramps, and heat stroke. Write an "HE" in the blanks before symptoms of heat exhaustion, an "HC" in the blanks before symptoms of heat cramps, and an "HS" in the blanks before symptoms of heat stroke. Some blanks may have more than one correct answer.

____1. Nausea

____2. High body temperature

____3. Heavy sweating

____4. Strong, rapid pulse

____5. Visual disturbances

____6. Pale skin

____7. Pale, cool, and clammy skin

____8. Dizziness

____9. Possible vomiting

___10. Offensive body odor

___11. Hot, flushed (red) dry skin; no sweating

___12. Abdominal pain

___13. Muscular twitching

___14. Possible loss of consciousness

___15. Approximately normal body temperature

___16. Slow, deep breathing

___17. Severe muscle cramps

___18. Headache

___19. Possible convulsions

___20. Fast, weak pulse

___21. Weakness, tiredness

OBJECTIVE 12

Distinguish between treatment of heat exhaustion, heat cramps, and heat stroke. Write an "HE" in the blanks before treatment of heat exhaustion, an "HC" in the blanks before treatment of heat cramps, and an "HS" in the blanks before heat stroke. Some blanks may have more than one correct answer.

____ 1. Provide continuous massage toward the heart

____ 2. Do not give plain (unsalted) ice-cold drinks

____ 3. Apply cool, wet cloths

____ 4. Give sips of salt water

____ 5. Fan

____ 6. Cool the body immediately

____ 7. Give artificial respiration if needed

____ 8. Allow fluids as desired if victim is able to swallow

____ 9. Move victim out of the sun, preferably to an air-conditioned room

___ 10. Call 911

___ 11. Do not give stimulants or alcohol

___ 12. Have victim lie down and raise feet 8 to 12 inches

___ 13. Victim should avoid exposure to abnormally warm temperatures

___ 14. Exert firm pressure with your hands on the cramped muscles, or gently massage them

___ 15. Victim should check with doctor before returning to work

___ 16. Get victim to a cool place

___ 17. Loosen clothing

___ 18. Use fans, air-conditioners, or fan by hand to circulate air and promote cooling

___ 19. Remove clothing, and sponge body with cool (not cold) water

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NOTICE The following assignment and job sheet are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 13 **Analyze case studies to determine correct first-aid treatments.** SCORE ________

OBJECTIVE 14 **Perform first-aid treatment for simulated accident victims.** RATING ________

OBJECTIVE 1

1. q
2. e
3. g
4. k
5. r
6. a
7. j
8. c
9. o
10. n
11. i
12. p

OBJECTIVE 2

Answer should include the following

- Knowledge of first-aid skills may mean the difference between life and death
- Knowledge of first-aid skills may mean the difference between temporary or permanent injuries
- Knowledge of first-aid skills teaches one what to do and what not to do in an emergency
- There may not be time to wait for professional medical help after an accident

OBJECTIVE 3

a. 3
b. 5
c. 8
d. 4
e. 1
f. 2
g. 6
h. 7
i. 9

OBJECTIVE 4

Early stages

- Pale or bluish skin that is cool to the touch
- Moist, clammy skin if perspiration has occurred
- General weakness

- Rapid, weak pulse
- Rapid, shallow, possibly irregular breathing
- Restlessness or anxiety
- Vomiting or nausea
- Excessive thirst

Late stages

- An attitude of not caring
- Unresponsiveness
- Sunken eyes with dilated pupils
- Spotty or mottled appearance of skin (bluish color to lips and nail beds)
- Low body temperature, cool and clammy skin
- Loss of consciousness, leading to death if untreated

OBJECTIVE 5 1, 3, 5, 6

OBJECTIVE 6

a. 2
b. 2
c. 1
d. 3
e. 1
f. 2
g. 3
h. 1
i. 2
j. 3
k. 2
l. 2

OBJECTIVE 7

1. a
2. c
3. e

OBJECTIVE 8

Description should include

- Apply dressing (prepared gauze, clean handkerchief, clean articles of clothing) to wound, using firm pressure
- Check frequently to see if bleeding has stopped or slowed
- If bleeding is still active, apply a pressure bandage by holding the dressing in place with one hand, wrapping bandage over and around the injured area, and tying the knot over the wounded area; check for presence of pulse below the bandage
- If injury is to a limb, elevate limb, if possible, above the level of the victim's heart
- If bleeding continues, apply pressure on the main artery that supplies blood to the injured area (pressure point)
  - Apply only enough pressure to slow bleeding and check for pulse

OBJECTIVE 9

For objects or chemicals in the eye that do not cut or penetrate the eye

- Flush eye with room-temperature water or solution designed for flushing eyes
- Use clean, soft cloth to gently try to remove object
- Do not use hard or sharp objects to try to clean eye
- Do not allow victim to rub eyes

For cuts of the eye or eyelid or objects that penetrate eye or that cannot be removed using above procedure

- Get medical help immediately
- Do not wash eye
- Do not try to remove object
- Cover eyes lightly with clean dressing
- Inform victim to look straight ahead and not to move the eyes

OBJECTIVE 10

- Drink plenty of fluids
- Increase salt intake
- Do not overexert

OBJECTIVE 11

1. HS, HC, HE
2. HS
3. HC, HE
4. HS
5. HS
6. HC
7. HE
8. HS, HC
9. HE
10. HS
11. HS
12. HC
13. HC
14. HS
15. HE
16. HS
17. HC
18. HE
19. HS
20. HE
21. HE

OBJECTIVE 12

1. HS
2. HC
3. HE
4. HC, HE
5. HE
6. HS
7. HS
8. HE
9. HE
10. HS
11. HS, HC
12. HE
13. HE
14. HC
15. HE
16. HC
17. HE
18. HS
19. HS

OBJECTIVE 13 Refer to answers to Assignment Sheet 1.

OBJECTIVE 14 Refer to Practical Test for Job Sheet 1.

OBJECTIVE SHEET

ENGLISH - NOUNS

XIII

INTRODUCTION

As a future employee, it is very important that you are knowledgeable of the basic parts of speech in order to communicate professionally with your employer, co-workers, and the public.

UNIT OBJECTIVE

After completing this unit, the student should be able to distinguish between common and proper nouns and apply rules of capitalization. The student will show these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with nouns to their correct definitions.
2. Distinguish between characteristics of common nouns and proper nouns.
3. Select types of words that need capital letters.
4. Distinguish between common nouns and proper nouns. (Assignment Sheet 1)
5. Identify common nouns that name persons, places, things, ideas or feelings. (Assignment Sheet 2)
6. Select common nouns from sentences. (Assignment Sheet 3)
7. Identify proper nouns in sentences. (Assignment Sheet 4)
8. Capitalize names of particular places. (Assignment Sheet 5)
9. Capitalize product names. (Assignment Sheet 6)
10. Capitalize names of buildings and organizations. (Assignment Sheet 7)
11. Capitalize names of special events and calendar items. (Assignment Sheet 8)

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12. Capitalize names of school subjects. (Assignment Sheet 9)

13. Capitalize titles. (Assignment Sheet 10)

14. Capitalize initials. (Assignment Sheet 11)

15. Capitalize proper nouns in addresses. (Assignment Sheet 12)

PREPARATION

- Order materials to supplement unit.
- Have as a guest speaker a member of Toastmasters to speak to the class on communication skills
- Ask a company representative to speak on communication skills on the job.
- Ask an English teacher to talk about oral communications.

NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

- Enact a situation in the classroom of proper and improper written and oral communication.
- Ask students to collect office memos, letters, and newspapers
- Have an essay writing contest

DELIVERY

Objective 1

- Have as a guest speaker a member of Toastmasters talk about communication skills and speaking before an audience.

Objective 2

- Use transparencies 1 and 2
- Invite a business person to emphasize the importance of communication skills on the job.
- Invite an English instructor to class to explain the importance of oral communications.
- Have the students observe their favorite television program or the evening news and evaluate the communication skills of the news persons or actors.

Objective 3

- Have students bring memos, letters, and newspapers to class. Analyze the grammar. Let the students find the errors and correct them.

APPLICATION

Objectives 4 through 15

- Use Assignment Sheets 1 through 12.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheets activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.

SUGGESTED RESOURCES

Audiovisual Material

- Communication: The Process

  NOTE: This film is available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order this film from the Media Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-State teachers must order this film from Medcom/Trainex, P.O. Box 3225, Garden Grove, California 92642.

UNIT REFERENCE

- House, Clifford R., and Kathie Sigler. *Reference Manual*, Southwestern Publishing Company, Cincinnati, Ohio, 1989.

PRETEST ANSWERS

ENGLISH - NOUNS

XIII

OBJECTIVE 1

1. e
2. c
3. a
4. f
5. b
6. d

OBJECTIVE 2

1. a. C
    b. P
    c. P
    d. P
    e. C
    f. C
    g. C
    h. P
2. a. man, lumber, faith
    b. balloon, love
    c. street, motor
3. a. Oklahoma, Valentine's Day
    b. Monday, Janet
    c. April, Kansas City As

OBJECTIVE 3

1. c, d

2. At the Oklahoma City State Fair on Tuesday, we met Mr. and Mrs. Armstrong. We had lunch at Big Ed's, located at 1503 South Main in Edmond, Oklahoma. During lunch we made arrangements to meet in April at Fountainhead State Lodge.

OBJECTIVES 4-15

Refer to answers to Assignment Sheets 1 through 12.

PRETEST | **ENGLISH - NOUNS** | **XIII**

OBJECTIVE 1

Match terms associated with nouns to their correct definitions. Write the correct letter in the blanks.

____ 1. Group of words containing a subject and verb expressing a complete thought

____ 2. Type in which the letters slant upward and to the right

____ 3. To begin words with a capital letter

____ 4. Part of sentence that names what the sentence is talking about

____ 5. Part of speech that names a person, place, thing, idea or feeling

____ 6. Part of speech that names a particular person, place, or thing

a. Capitalize
b. Common Noun
c. Italic
d. Proper Noun
e. Sentence
f. Subject
g. Plural
h. Adverb
i. Agreement

OBJECTIVE 2

Distinguish between characteristics of common nouns and proper nouns.

1. Write "P" in the blanks before characteristics of proper nouns. Write "C" in the blanks before characteristics of common nouns.

    ____ a. Do not begin with capital letters except at the beginning of a sentence

    ____ b. Name particular places

    ____ c. Always begin with capital letters

    ____ d. Name particular people

    ____ e. Name people in general

    ____ f. Name general things

    ____ g. Name general places

    ____ h. Name particular things

2. Circle each common noun in the group of words below.

   a. man, Mrs. Smith, was, lumber, faith

   b. balloon, love, Xerox, have, Monday

   c. K95FM, street, Tulsa, motor, LaFortune Park

3. Circle each proper noun in the groups of words below.

   a. Oklahoma, card, Valentine's Day, sister

   b. state, Monday, month, Janet, baseball

   c. city, April, class, Kansas City As, cousin

OBJECTIVE 3 **Select types of words that need capital letters.**

1. Write an "X" in the blank before each type of word that needs a capital letter.

   ____ a. Last word in a sentence

   ____ b. Common nouns

   ____ c. Geographical names

   ____ d. Initials

   ____ e. Nouns that follow brand names

2. Mark out the incorrect small letters in the following paragraph. Write the correct capital letters above them.

   at the oklahoma city state fair on tuesday, we met mr. and

   mrs. armstrong. we had lunch at big ed's, located at 1503

   south main in edmond, oklahoma. during lunch we made

   arrangements to meet in april at fountainhead state lodge.

NOTICE	In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.	
OBJECTIVE 4	**Distinguish between common nouns and proper nouns.**	SCORE _______
OBJECTIVE 5	**Identify common nouns that name person, places, things, ideas or feelings.**	SCORE _______
OBJECTIVE 6	**Select common nouns from sentences.**	SCORE _______
OBJECTIVE 7	**Identify proper nouns in sentences.**	SCORE _______
OBJECTIVE 8	**Capitalize names of particular places.**	SCORE _______
OBJECTIVE 9	**Capitalize product names.**	SCORE _______
OBJECTIVE 10	**Capitalize names of buildings and organizations.**	SCORE _______
OBJECTIVE 11	**Capitalize names of special events and calendar items.**	SCORE _______
OBJECTIVE 12	**Capitalize names of school subjects.**	SCORE _______
OBJECTIVE 13	**Capitalize titles.**	SCORE _______
OBJECTIVE 14	**Capitalize initials.**	SCORE _______
OBJECTIVE 15	**Capitalize proper nouns in addresses.**	SCORE _______

INFORMATION SHEET | **ENGLISH - NOUNS** | **XIII**

OBJECTIVE 1

Match terms associated with nouns to their correct definitions.

- **Capitalize**—to begin words with a capital letter
- **Common noun**—part of speech that names a person, place, thing, idea or feeling
- **Italic**—type in which the letters slant upward and to the right.
- **Proper noun**—part of speech that names a particular person, place, or thing.
- **Sentence**—group of words containing a subject and verb expressing a complete thought.
- **Subject**—part of sentence that names what the sentence is talking about.

OBJECTIVE 2

Distinguish between characteristics of common nouns and proper nouns.

- **Common noun**—part of speech that names a person, place, thing, idea or feeling

  Does not begin with capital letters
  Names items in general

  EXAMPLE: boy, tower, car, truth

- **Proper noun**—part of speech that names a particular person, place or thing.

  Begins each word with a capital letter

  EXAMPLES: John Williams, New York City, Statue of Liberty

OBJECTIVE 3

Select types of words that need capital letters.

- Capitalize names of individual persons

  Capitalize the first letter of a given name (Charlotte, Susan) and proper names (Ford, Pittman, O'Conner, MacMichael)

Capitalize abbreviations Sr., Jr., and Esq. when they follow a name

EXAMPLES: Glen Ward, Sr.
Martin Luther King, Jr.
S. S. Kee, Esq.

- Capitalize geographical names
  - Countries, states, counties, cities, towns,

    EXAMPLES: United States of America, Oklahoma, Sequoyah County, Tulsa, Poteau

  - Continents, islands, peninsulas

    EXAMPLES: North America, Hawaii, Africa

  - Mountains, canyons, plains, forests, parks, dams, bodies of water, streets, roads.

    EXAMPLES: Pikes Peak, Grand Canyon, Yellowstone National Park, Hoover Dam, Pacific Ocean, South Memorial Street, Greenwood Road

- Capitalize compass directions when used as definite sections of a country or world.

EXAMPLES:	the Far East	east of Jefferson Street
	the Northwest	traveling northwest
	the South	south of the border

- Capitalize names of organizations, institutions, government bodies, business firms, brand names of business products.

  EXAMPLE: University of Chicago, United Nations, Republican Party, E. F. Hutton, Chevrolet, Crest toothpaste

  NOTE: Do not capitalize products which brand names identify.

- Capitalize names of buildings, ships, trains, and planes.

  EXAMPLES: Empire State Building, USS Missouri

- Capitalize special events, historical events, calendar items.

  EXAMPLES: Olympic Games, World War II, Saturday, April, Labor Day

- Capitalize names of races, religions, nationalities, tribes.

  EXAMPLES: Oriental, Methodist, American, Cherokee

- Capitalize school subjects that are languages or specifically numbered courses.

  EXAMPLES: Algebra II, French, Spanish

- Capitalize titles used with or following the names of high government officials.

  NOTE: President of the United States, Vice President of the United States, and Cabinet members, such as the Secretary of the Treasury, always begin with a capital letter.

  EXAMPLE: The President of the United States held a press conference.

- Capitalize the first word and all important words of titles such as books, magazines, poems, movies, newspapers, television shows, plays, and songs.

  NOTE: Titles of books, movies, newspapers, television shows, and plays are italicized as well as capitalized. When writing, underline the word to indicate italic type. (Never underline the title of your own composition.)

- Capitalize greetings, first word of a closing, and address of letter.

  EXAMPLES: Dear, Sir, Yours truly,

  Mike Stephenson
  Box 235
  Tulsa, Oklahoma 74115

- Capitalize initials

  EXAMPLES: YMCA, Mr., Mrs.

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Common Nouns

A noun is a part of speech that names a person, place, thing, idea or feeling.

Person

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

Place

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

Thing

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

Idea

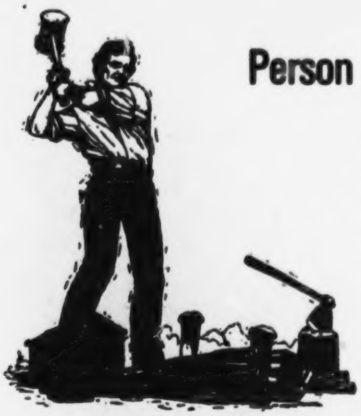
1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

Feeling

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

Proper Nouns

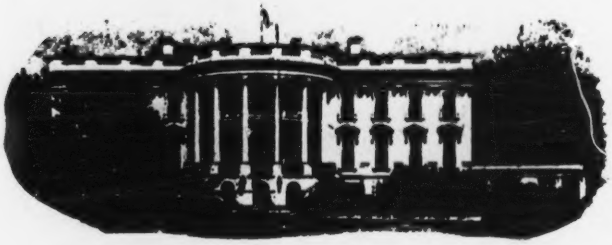
A proper noun is a part of speech that names
a particular person, place, or thing.
Proper nouns always begin with a capital letter.



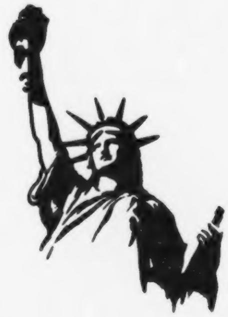
Person

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Place



1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________



1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Thing

ASSIGNMENT SHEET 1

ENGLISH - NOUNS

XIII

NAME ______________________________ SCORE ______

OBJECTIVE 4 **Distinguish between common nouns and proper nouns.**

INTRODUCTION A common noun is a part of speech that names any person, place, thing, idea or feeling. A proper noun names a particular person, place, or thing.

DIRECTIONS Write a "P" in the blank before each proper noun. Write a "C" in the blank before each common noun.

____ 1. company

____ 2. high school

____ 3. Idabel High School

____ 4. Rotary Club

____ 5. Great Salt Lake

____ 6. lake

____ 7. resort

____ 8. Fin and Feather Resort

____ 9. George Ollie's Lumber Co.

___ 10. Stanley Hardware Company

___ 11. paint brush

___ 12. Devoe Paint Company

___ 13. Sherwin-Williams Paint Co.

___ 14. Fuller Hardware Store

___ 15. building

___ 16. club

___ 17. Republican Party

___ 18. Southwestern Bell Telephone Co.

___19. Atlantic Ocean

___20. woman

___21. summer

___22. History I

___23. fall

___24. senator

___25. President of the United States

ASSIGNMENT SHEET 2

ENGLISH - NOUNS

XIII

NAME ______________________________ SCORE ______

OBJECTIVE 5

Identify common nouns that name persons, places, things, ideas or feelings.

INTRODUCTION

A common noun is a part of speech that names a person, place, thing, idea or feeling.

PART 1

DIRECTIONS

Underline each of the nouns in the following list. The number at the end of each line tells you how many nouns you should have underlined.

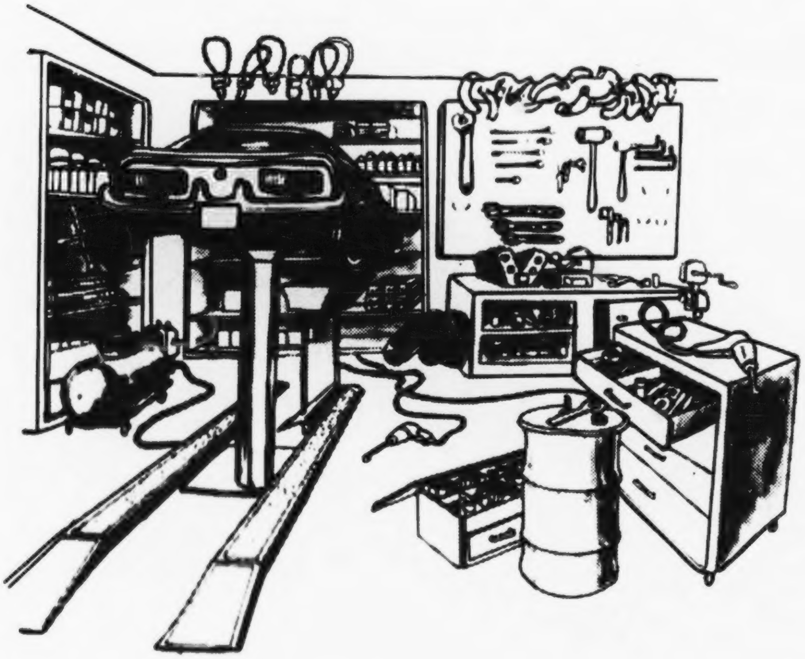
EXAMPLE: house, love, eat, look, window, car (4)

1. car, boat, trailer, shout, sing, love, beauty (5)
2. lawyer, into, wrench, pliers, engine, motor, car, while (6)
3. jump, over, above, too, plate, washer, dryer, rafter, beam (5)
4. know, listen, chemical, water, foam, fire (4)
5. vise, hacksaw, file, chisel, toward, two, now (4)
6. month, day, hair, eye, door, church, school, gang (8)
7. hammer, plant, curtain, needle, colorful, love, hate (6)
8. bevel, frame, soft, lazy, cute, ruler, inch, sign (5)
9. alley, neighbor, nursery, salary, infant, noise, nose (7)
10. laughing, sending, rather, kindness, into, over, out (1)

PART II There are 30 nouns in the picture in Figure 1. Name as many nouns as you can find. A score of 10 is fair, 15 is good, and 20 is excellent.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

FIGURE 1



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ASSIGNMENT SHEET 3

ENGLISH - NOUNS

XIII

NAME ______________________________ SCORE _______

OBJECTIVE 6

Select common nouns from sentences.

INTRODUCTION

A common noun is a part of speech that names a person, place, thing, idea or feeling.

PART 1

DIRECTIONS

Underline each of the nouns in the following sentences. The number at the end of each sentence tells you how many nouns you should have Underlined.

EXAMPLE: An assistant helped the plumber install the faucet (3)

1. Children should not play with matches. (2)
2. You need to use diagonal pliers. (1)
3. The student forgot his blacksmith's vise. (2)
4. You have to draw lines and objects well. (2)
5. A ruler helps you measure things. (2)
6. A baby-sitter must have responsibility. (2)
7. The principal visited the class in the shop. (3)
8. The carpenter used a ruler. (2)
9. A drafter drew blueprints. (2)
10. There are many different lines on a blueprint. (2)
11. Mechanics use many different chisels and screwdrivers. (3)
12. The worker arrived early. (1)
13. She forgot to call to get an interview for a job. (2)
14. The baby-sitter folded the diapers. (2)
15. The baby lost her rattle. (2)

PART II Underline each noun in the following sentences.

1. Use soap to wash your hands before preparing food.
2. The man hired the boys to mow his yard.
3. The teacher liked the honesty of the students.
4. The beauty of the sky amazed us.
5. Worms make holes in lumber.
6. Drafters have to know how to use blueprints.
7. Never use oil or grease on torches.
8. Phillips screws are used on automobiles.
9. The concrete poured easily.
10. The shovel and hoe leaned against the shed.
11. The baby-sitter looked at the infant with love in her eyes.
12. The welder bought a new pair of goggles.
13. A baby will cry when hungry.
14. The needle on the sewing machine broke.
15. Clean the dishes, cups, and silverware.

ASSIGNMENT SHEET 4 | **ENGLISH - NOUNS** | **XIII**

NAME ______________________________ SCORE ______

OBJECTIVE 7 **Identify proper nouns in sentences.**

DIRECTIONS Rewrite the following sentences. Capitalize all proper nouns. Always capitalize the first word in every sentence. The first word in a sentence is not always a proper noun.

EXAMPLE: i will take a new english class in the fall.

I will take a new English class in the fall

1. jim lives in glenpool, oklahoma.

____

____

2. he takes ICE from mrs. duncan.

____

____

3. his sister sarah moved to dewar, oklahoma.

____

____

4. the red river divides oklahoma from texas.

____

____

5. mr. spencer called marsha about fixing his new ford fairlane.

____

____

6. marsha worked all day monday, but she still had trouble with the ford.

____

____

____

7. she promised mr. spencer that she would get her friend sue, who works at denny's service center on main street, to look at the car.

____

____

8. the carter family drove to california to visit yosemite national park.

____

____

9. it is july 4, 1991.

____

____

10. pedro could not speak english very well, but he could weld well.

____

____

11. duncan public schools won the national competition in basketball.

____

____

12. sally, tim, jane, and connie moved to idabel, oklahoma.

____

____

ASSIGNMENT SHEET 5 | **ENGLISH - NOUNS** | **XIII**

NAME ______________________________ SCORE ________

OBJECTIVE 8 **Capitalize names of particular places.**

INTRODUCTION Capitalize the names of particular places: cities, towns, counties, townships, states, countries, continents, islands, bodies of water, mountains, streets, parks, and sections of the country.

PART 1

DIRECTIONS Capitalize the names of particular places in each of the following sentences.

EXAMPLE: The adirondack mountains are in upstate new york.

The Adirondack Mountains are in upstate New York.

1. Robert visited sallisaw, muskogee, and tulsa.
2. Is antlers a larger town than broken bow?
3. henryetta, okmulgee, and morris are in the same county.
4. lake eufaula is muddy in some areas.
5. The largest town in adair county is stilwell.
6. Follow grand avenue to reach the high school.
7. Many people ski in the rocky mountains.
8. Nancy visited germany, france, and italy.
9. Some of the people of africa and asia are starving.
10. The red river borders texas and oklahoma.

PART II Look at a map of the United States. Write and capitalize the names of the states that surround Oklahoma.

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________

PART III Cross out the small letter, and add a capital letter to names of places that appear in the following sentences.

EXAMPLE: Recently we traveled from $\overset{S}{\cancel{s}}$tillwater, $\overset{O}{o}$klahoma, to $\overset{T}{\cancel{t}}$aos, $\overset{N}{\cancel{n}}$ew $\overset{M}{\cancel{m}}$exico.

1. haskell county is in east central oklahoma.
2. The pacific ocean borders the western united states.
3. The hawaiian islands are part of the fifty united states.
4. The tishomingo wildlife refuge is on the north shore of lake texoma.
5. arrowhead lodge is in arrowhead state park near quinton, oklahoma.
6. disney, oklahoma, is not the home of disneyworld.
7. mexico is a country in north america.
8. The countries that make up north america are canada, the united sates, and mexico.
9. stilwell, oklahoma, is a city in eastern oklahoma.
10. The blue ridge mountains are the easternmost range of the appalachian mountains, extending from southern pennsylvania to northern georgia.
11. kentucky is a state famous for breeding race horses.

12. boston, on an arm of the boston bay, is the capital of massachusetts.

13. china is a country in the far east.

14. If you live in the west, the customs of the east may seem strange.

15. alabama is a state noted for its cotton crops.

NAME ______________________________ SCORE ________

OBJECTIVE 9 **Capitalize product names.**

INTRODUCTION Capitalize brand names of products but not the products which the names identify.

DIRECTIONS Capitalize the brand names in the following list. Rewrite each name in the space provided.

1. gampbell's soup ______________________________
2. rolo dog food ______________________________
3. squelch's grape juice ______________________________
4. gert hair shampoo ______________________________
5. unsure deodorant ______________________________
6. prest toothpaste ______________________________
7. foxima make-up ______________________________
8. fruit of the tree underwear ______________________________
9. stunley tools ______________________________
10. defoe paint

NAME ______________________________ SCORE ________

OBJECTIVE 10 **Capitalize names of buildings and organizations.**

INTRODUCTION Capitalize the names of buildings and organizations: clubs, corporations, hotels, theaters, high schools, colleges, government bodies, and political parties.

DIRECTIONS Capitalize the names of buildings and organizations that appear in the following paragraphs.

On a hot summer day, I decided to take a vacation in order to tour some areas of our state that I had never visited.

My first stop was at the state department of vocational and technical education building. It was located near the campus of oklahoma state university.

The facilities were excellent. In the hallways were displays of achievements of our future farmers of america and vocational industrial clubs of america organizations.

After my visit, I decided to check into the holiday inn and prepare myself for my next visit—the state capitol building in Oklahoma City.

That evening I ate dinner at a restaurant called the late show. I also saw a movie at the grand theater. On my way back to the motel, I passed stillwater high school. It was a larger school than I expected.

The next day, I drove to the city and found the state capitol building. Sessions were going on in the chambers. Both houses of the legislature, the house of representatives and the senate, were conducting business.

After gaining an interest in political affairs and spending the better part of the day in Oklahoma City, I returned home with a better knowledge of the areas of business our great state contains.

NAME ______________________________ SCORE ______

OBJECTIVE 11

Capitalize names of special events and calendar items.

INTRODUCTION

Capitalize the names of special events and calendar items: historical events, days of the week, months of the year, and holidays.

PART 1

DIRECTIONS

Capitalize all special events and calendar items in the following sentences.

1. The declaration of independence is an important document.
2. world war II started in 1941.
3. During world war I men fought in trenches.
4. The civil war was a tragic period in history.
5. The fourth of july, also called independence day, celebrates the adoption of the declaration of independence.
6. The korean war was fought in the early 1950's.
7. The boston tea party happened in Boston, Massachusetts.
8. The yalta conference was held in the 1940's.
9. Many men died in the battle of waterloo.
10. The united states open tennis tournament is a special event.

PART II Write and capitalize the days of the week.

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________

PART III Write and capitalize the months of the year.

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________
11. ________________________________
12. ________________________________

PART IV

Capitalize the names of the following holidays.

1. valentine's day ______________________________
2. st. patrick's day ______________________________
3. easter ______________________________
4. fourth of july ______________________________
5. mother's day ______________________________
6. father's day ______________________________
7. christmas ______________________________
8. thanksgiving day ______________________________
9. halloween ______________________________
10. labor day ______________________________

ASSIGNMENT SHEET 9	**ENGLISH - NOUNS**	**XIII**

NAME ______________________ SCORE ______

OBJECTIVE 12 **Capitalize names of school subjects.**

INTRODUCTION Capitalize the school subjects that are languages, and school subjects that are specifically numbered.

DIRECTIONS Write a "C" in the blank before each school subject that needs a capital letter.

____ 1. spanish

____ 2. french

____ 3. german

____ 4. history

____ 5. algebra

____ 6. biology I

____ 7. art

____ 8. math

____ 9. english

___ 10. psychology

920

ASSIGNMENT SHEET 10 | **ENGLISH - NOUNS** | **XIII**

NAME ______________________ SCORE ________

OBJECTIVE 13 **Capitalize titles.**

INTRODUCTION Capitalize the first word and all important words in the titles of books, magazines, poems, movies, plays, songs, newspapers, and television shows.

DIRECTIONS Capitalize the titles in the following list. Rewrite each title in the space provided.

1. *gunsmoke* (television show) ______________________
2. "It's a small world" (song) ______________________
3. *jaws* (movie) ______________________
4. *the raven* (poem) ______________________
5. *daily oklahoman* (newspaper) ______________________
6. *tulsa world* (newspaper) ______________________
7. *the saturday evening post* (magazine) ______________________
8. *time* (magazine) ______________________
9. *u.s. news & world report* (magazine) ______________________
10. *where the red fern grows* (book) ______________________
11. *cry, the beloved country* (book) ______________________
12. *the rime of the ancient mariner* (poem) ______________________
13. *teahouse of the august moon* (play) ______________________
14. *benson* (television show) ______________________
15. *the dukes of hazzard* (television show) ______________________
16. *reader's digest* (magazine) ______________________
17. *up the down staircase* (book) ______________________
18. *urban cowboy* (movie) ______________________
19. *of mice and men* (book) ______________________

20. *ladies home journal* (magazine) ____________________

ASSIGNMENT SHEET 11

ENGLISH - NOUNS

XIII

NAME ________________________________ SCORE _______

OBJECTIVE 14 **Capitalize initials.**

DIRECTIONS Capitalize all initials in the following sentences. Cross out the lowercase letters and write the correct capital letters above them.

EXAMPLE: $\overset{T}{\cancel{t}}.\overset{J}{\cancel{j}}.$ Lloyd is an expert mechanic.

1. I enjoy swimming at the ymca.
2. a.a. Barnsmith was at the meeting.
3. p.t.a. organizations help teachers and parents.
4. The letter asked us to rsvp.
5. Dr. Tom Waters, d.d.s., cleaned my teeth.
6. r.v. Lookabaugh trained the carpenters.
7. Our English class is cvet.
8. Our school has ffa, fha, and vica.
9. The vfw post raises money for veterans.
10. c.v. smith is a sophomore.

ASSIGNMENT SHEET 12 | **ENGLISH - NOUNS** | **XIII**

NAME ______________________ SCORE ______

OBJECTIVE 15 **Capitalize proper nouns in addresses.**

DIRECTIONS Capitalize all proper nouns in the following addresses. Rewrite the entire address in the spaces provided.

1. technical chemical company
10737 spangler road
dallas, texas 75220

____

____

____

2. wd-40 company
1061 cudahy place
san diego, california 92110

____

____

____

3. household and hardware products
box 33053
st. paul, minnesota 55133

____

____

____

4. all-temp heating and air conditioning
1625 s. memorial drive
tulsa, oklahoma 74122

____

____

____

5. morrow-gill lumber co.
200 e. morrow road
sand springs, oklahoma 74063

____

____

____

ASSIGNMENT SHEET 1

1. C
2. C
3. P
4. P
5. P
6. C
7. C
8. P
9. P
10. P
11. C
12. P
13. P
14. P
15. C
16. C
17. P
18. P
19. P
20. C
21. C
22. P
23. C
24. C
25. P

ASSIGNMENT SHEET 2

PART I

1. car, boat, trailer, love, beauty
2. lawyer, wrench, pliers, engine, motor, car
3. plate, washer, dryer, rafter, beam
4. chemical, water, foam, fire
5. vise, hacksaw, file, chisel
6. month, day, hair, eye, door, church, school, gang
7. hammer, plant, curtain, needle, love, hate
8. bevel, frame, ruler, inch, sign

9. alley, neighbor, nursery, salary, infant, noise, nose
10. kindness

PART II

NOTE: Student answers will vary but may include any of the following

1. ceiling
2. walls
3. floor
4. shelves
5. boxes
6. lug wrench
7. air compressor
8. fan belts
9. hoses
10. car
11. lift
12. ramps
13. Oil drain pan
14. Air hoses
15. pneumatic drill
16. tires
17. tool box
18. drum
19. tool cabinet
20. wrenches
21. mallets
22. vise
23. drawers
24. rollers
25. handles
26. tolls
27. peg board
28. hooks
29. windshield
30. tail lights
31. doors
32. rear bumper
33. wheel covers
34. ratchet
35. sockets
36. cabinet
37. license frame

ASSIGNMENT SHEET 3

PART I

1. children, matches
2. pliers
3. student, vise
4. lines, objects
5. ruler, things
6. baby-sitter, responsibility
7. principal, class, shop
8. carpenter, ruler
9. drafter, blueprints
10. lines, blueprint
11. Mechanics, chisels, screwdrivers
12. worker
13. interview, job
14. baby-sitter, diapers
15. baby, rattle

PART II

1. soap, hands, food
2. man, boys, yard
3. teacher, honesty, students
4. beauty, sky
5. Worms, holes, lumber
6. Drafters, blueprints
7. oil, grease, torches
8. screws, automobiles
9. concrete

10. shovel, hoe, shed

11. baby-sitter, infant, love, eyes

12. welder, pair, goggles

13. baby

14. Needle, machine

15. dishes, cups, silverware

ASSIGNMENT SHEET 4

1. Jim lives in Glenpool, Oklahoma
2. He takes ICE from Mrs. Duncan.
3. His sitter, Sarah, moved to Dewar, Oklahoma.
4. The Red River divides Oklahoma from Texas.
5. Mr. Spencer called Marsha about fixing his new Ford Fairlane.
6. Marsha worked all day Monday, but she still had trouble with the Ford.
7. She promised Mr. Spencer that she would get her friend, Sue, who works at Denny's Service Center on Main Street, to look at the car.
8. The Carter family drove to California to visit Yosemite National Park.
9. It is July 4, 1991.
10. Pedro could not speak English very well, but he could weld well.
11. Duncan Public Schools won the national competition in basketball.
12. Sally, Tim, Jane, and Connie moved to Idabel, Oklahoma.

ASSIGNMENT SHEET 5

PART I

1. Sallisaw, Muskogee, Tulsa
2. Antlers, Broken Bow
3. Henryetta, Okmulgee, Morris
4. Lake Eufaula
5. Adair County, Stilwell
6. Grand Avenue
7. Rocky Mountains
8. Germany, France, Italy
9. Africa, Asia
10. Red River, Texas, Oklahoma

PART II

Colorado, Missouri, Kansas, Arkansas, Texas, New Mexico

PART III

1. Haskell County, Oklahoma
2. Pacific Ocean, United States
3. Hawaiian Islands, United States
4. Tishomingo Wildlife Refuge, Lake Texoma
5. Arrowhead Lodge, Arrowhead State Park, Quinton, Oklahoma
6. Disney, Oklahoma, Disneyworld
7. Mexico, North America
8. North America, Canada, United States, Mexico
9. Stilwell, Oklahoma, Oklahoma
10. Blue Ridge Mountains, Appalachian Mountains, Pennsylvania, Georgia
11. Kentucky
12. Boston, Boston Bay, Massachusetts
13. China, Far East
14. West, East
15. Alabama

ASSIGNMENT SHEET 6

1. Gampbell's soup
2. Rolo dog food
3. Squelch's grape juice
4. Gert hair shampoo
5. Unsure deodorant
6. Prest toothpaste
7. Foxima make-up
8. Fruit of the Tree underwear
9. Stunley tools
10. Defoe paint

ASSIGNMENT SHEET 7

On a hot summer day, I decided to take a vacation in order to tour some areas of our state that I had never visited.

My first stop was at the State Department of Vocational and Technical Education Building. It was located near the campus of Oklahoma State University.

The facilities were excellent. In the hallway were displays of achievements of our Future Farmers of America and Vocational Industrial Clubs of America organizations.

After my visit, I decided to check into the Holiday Inn and prepare myself for my next visit—the State Capitol Building in Oklahoma City.

That evening I ate dinner at a restaurant called The Late Show. I also saw a movie at the Grand Theater. On my way back to the motel, I passed Stillwater High School. It was a larger school than I expected.

The next day I drove to the city and found the State Capitol Building. Sessions were going on in the chambers. Both houses of the legislature, the House of Representatives and the Senate, were conducting business.

After gaining an interest in political affairs and spending the better part of the day in Oklahoma City, I returned home with a better knowledge of the areas of business our great state contains.

ASSIGNMENT SHEET 8

PART 1

1. Declaration of Independence
2. World War II
3. World War I
4. Civil War
5. Fourth of July, Independence Day, Declaration of Independence
6. Korean War
7. Boston Tea Party
8. Yalta Conference
9. Battle of Waterloo
10. United States Open Tennis Tournament

PART II

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

PART III

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

PART IV

1. Valentine's Day
2. St. Patrick's Day
3. Easter
4. Fourth of July
5. Mother's Day
6. Father's Day
7. Christmas
8. Thanksgiving Day
9. Halloween
10. Labor Day

ASSIGNMENT SHEET 9

1, 2, 3, 6, 9

ASSIGNMENT SHEET 10

1. *Gunsmoke*
2. "It's a Small World"
3. *Jaws*
4. *The Raven*
5. *Daily Oklahoman*
6. *Tulsa World*
7. *The Saturday Evening Post*

8. *Time*
9. *U.S. News & World Report*
10. *Where the Red Fern Grows*
11. *Cry, the Beloved Country*
12. *The Rime of the Ancient Mariner*
13. *Teahouse of the August Moon*
14. *Benson*
15. *The Dukes of Hazzard*
16. *Reader's Digest*
17. *Up the Down Staircase*
18. *Urban Cowboy*
19. *Of Mice and Men*
20. *Ladies Home Journal*

ASSIGNMENT SHEET 11

1. YMCA
2. A.A. Barnsmith
3. PTA
4. RSVP
5. D.D.S.
6. R.V. Lookabaugh
7. CVET
8. FFA, FHA, VICA
9. VFW
10. C.V. Smith

ASSIGNMENT SHEET 12

1. Technical Chemical Company
   10737 Spangler Road
   Dallas, Texas 75220

2. WD-40 Company
   1061 Cudahy Place
   San Diego, California 92110

3. Household and Hardware Products
   Box 33053
   St. Paul, Minnesota 55133

4. All-Temp Heating and Air Conditioning
   1625 S. Memorial Drive
   Tulsa, Oklahoma 74112

5. Morrow-Gill Lumber Co.
   200 E. Morrow Road
   Sand Springs, Oklahoma 74063

WRITTEN TEST | **ENGLISH - NOUNS** | **XIII**

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with nouns to their correct definitions. Write the correct letters in the blanks.

____ 1. Group of words containing a subject and a verb and expressing a complete thought

____ 2. Type in which the letters slant upward and to the right

____ 3. To begin words with a capital letter

____ 4. Part of sentence that names what the sentence is talking about

____ 5. Part of speech that names a person, place, thing, idea or feeling

____ 6. Part of speech that names a particular person, place, or thing

a. Capitalize
b. Common Noun
c. Italic
d. Proper noun
e. Sentence
f. Subject
g. Plural
h. Adverb
i. Agreement

OBJECTIVE 2

Distinguish between characteristics of common nouns and proper nouns.

1. Write a "C" in the blanks before common nouns. Write a "P" in the blanks before proper nouns.

____ a. business
____ b. Pat
____ c. Oklahoma
____ d. hammer
____ e. employer
____ f. waitress

____ g. President of the United States

____ h. employee

____ i. clerk

____ j. Stillwater

2. Circle each common noun that names a nonspecific person, place, thing, idea or feeling.

   a. man, into, beam, while, love

   b. woman, road, Kansas, pliers, is

   c. street, month, were, Chevrolet, bottle

3. Rewrite the following sentences, capitalizing the proper nouns.

   a. caleb lives in owasso, oklahoma.

   ____

   b. it is july 4, 1991

   ____

   c. the red river divides oklahoma from texas.

   ____

OBJECTIVE 3 **Select types of words that need capital letters.**

1. Write an "X" in the blank before each type of word that needs a capital letter.

____ a. Proper names of persons

____ b. Geographical names

____ c. Names of organizations, business firms, institutions, and government bodies

____ d. Common nouns

____ e. Historical events, special events, and calendar items

____ f. Compass directions

____ g. Product brand names

____ h. Races, nationalities, and religions

____ i. Seasons of the year

____ j. School subjects that are languages or specifically numbered courses

____ k. Titles used with or following the names of high government officials

____ l. Person's title when it comes before the person's name

____ m. Nouns that follow brand names.

____ n. Greeting, first word of closing, and address of letter

____ o. Initials

2. Capitalize proper nouns in the following paragraph. Write the correct capital letters above them.

EXAMPLE: I studied $\overset{E}{\cancel{e}}$nglish at $\overset{M}{\cancel{m}}$emorial $\overset{H}{\cancel{h}}$igh $\overset{S}{\cancel{s}}$chool.

On the way to i.c.e. class, stacy told about a contest sponsored by t. j. elkay and co., manufacturers of elkay parts and tools. All she had to do to win a new general motors cutlass was write a fifteen-word slogan for elkay parts and tools and mail it to:

t. j. elkay and company
1205 east antioch
shawnee mission, kansas

Stacy explained that her slogan had to be mailed before memorial day which gave her plenty of time.

During spring break, stacy decided to visit washington d.c. and see the president of the united states and the smithsonian institute. She would gather information while in washington d.c. to complete her paper for english class at putnam city high school.

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 4 **Distinguish between common nouns and proper nouns.** SCORE ________

OBJECTIVE 5 **Identify common nouns that name persons, places, things, ideas or feelings.** SCORE ________

OBJECTIVE 6 **Select common nouns from sentences.** SCORE ________

OBJECTIVE 7 **Identify proper nouns in sentences.** SCORE ________

OBJECTIVE 8 **Capitalize names of particular places.** SCORE ________

OBJECTIVE 9 **Capitalize product names.** SCORE ________

OBJECTIVE 10 **Capitalize names of buildings and organizations.** SCORE ________

OBJECTIVE 11 **Capitalize names of special events and calendar items.** SCORE ________

OBJECTIVE 12 **Capitalize names of school subjects.** SCORE ________

OBJECTIVE 13 **Capitalize titles.** SCORE ________

OBJECTIVE 14 **Capitalize initials.** SCORE ________

OBJECTIVE 15 **Capitalize proper nouns in addresses.** SCORE ________

OBJECTIVE 1

1. e
2. c
3. a
4. f
5. b
6. d

OBJECTIVE 2

1. a. C
   b. P
   c. P
   d. C
   e. C
   f. C
   g. P
   h. C
   i. C
   j. P
2. a. man, beam, love, while
   b. woman, road, pliers,
   c. street, month, bottle
3. a. Caleb lives in Owasso, Oklahoma.
   b. It is July 4, 1991.
   c. The Red River divides Oklahoma from Texas.

OBJECTIVE 3

1. a, b, c, e, g, h, j ,k, l, n, o

2. On the way to ICE class, Stacy told about a contest sponsored by T. J. Elkay and Co., manufacturers of Elkay parts and tools. All she had to do to win a new General Motors Cutlass was write a fifteen-word slogan for Elkay parts and tools and mail it to:

   T. J. Elkay and Company
   1205 East Antioch
   Shawnee Mission, Kansas

   Stacy explained that her slogan had to be mailed before Memorial Day which gave her plenty of time.

   During Spring break, Stacy decided to visit Washington, D. C. and see the President of the United States and the Smithsonian Institute. She would gather information while in Washington, D. C. to complete her paper for English class at Putnam City High School.

OBJECTIVES 4-15

Refer to answers to Assignment Sheets 1 through 12.

OBJECTIVE SHEET

ENGLISH - PRONOUNS

XIV

INTRODUCTION

In communicating with potential customers and business people, your use of grammar is particularly important. Would you say, "Please return that tool to she immediately" or "Him and me were going to work"? If you would, you are probably offending people around you. You are making an error in grammar by using pronouns incorrectly. Employees must be conscious of proper use of English grammar.

UNIT OBJECTIVE

After completing this unit, the student should be able to distinguish between personal, interrogative, indefinite, and demonstrative pronouns. The student should also be able to use these pronouns correctly in sentences. The student will show these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with pronouns to their correct definitions.
2. Distinguish between types of pronouns that indicate person.
3. Select the correct case of personal pronouns in sentences.
4. Identify interrogative pronouns in sentences.
5. Identify indefinite pronouns in sentences.
6. Identify demonstrative pronouns in sentences.
7. Identify personal pronouns. (Assignment Sheet 1)
8. Replace nouns with personal pronouns. (Assignment Sheet 2)
9. Select subjective case personal pronouns. (Assignment Sheet 3)
10. Select objective case personal pronouns. (Assignment Sheet 4)
11. Identify interrogative pronouns. (Assignment Sheet 5)

12. Select objective, subjective, and possessive case interrogative pronouns. (Assignment Sheet 6)

13. Identify indefinite pronouns. (Assignment Sheet 7)

14. Identify demonstrative pronouns. (Assignment Sheet 8)

15. Identify pronouns. (Assignment Sheet 9)

PREPARATION

Order materials to supplement unit.

- Films, videotapes, and other media
- Guest speakers
  - Ask company representative to speak

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.
- Role play a situation in the classroom of proper and improper written and oral communication.

DELIVERY

Objective 1

- Have as a guest speaker a representative of a company to speak to the class on communication.

Objectives 2 and 3

- Transparency 1

Objective 4

- Transparency 2

Objective 5

- Transparency 3

Objective 6

- Transparency 4

APPLICATION

Objectives 7 through 15

- Use Assignment Sheet 1 through 9.

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.

- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.

- Give written test

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.

- Reteach and retest if necessary.

- Complete appropriate section of competency profiles.

SUGGESTED RESOURCES

Audiovisual Material

- Communication: The Process

  NOTE: This film is available to Oklahoma teacher on a free-loan basis. Oklahoma teachers may order this film from the Media Resource Center, Oklahoma State Dept. of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order this film from Medcom/Trainex, P.O. Box 3225, Garden Grove, California 92642.

UNIT REFERENCES

- House, Clifford R., and Kathie Sigler. *Reference Manual*, South-Western Publishing Company, Cincinnati, Ohio, 1989.

PRETEST ANSWERS

ENGLISH - PRONOUNS

XIV

OBJECTIVE 1

1. n
2. d
3. j
4. l
5. h
6. b
7. f
8. e
9. i
10. g

OBJECTIVE 2

1. F
2. T
3. S
4. F
5. T
6. S
7. T

OBJECTIVE 3

1. She, I
2. he
3. He

OBJECTIVE 4

1. Who
2. whose
3. What

OBJECTIVE 5

1. Everyone, something, somebody
2. No one, anyone, anything

OBJECTIVE 6

1. That
2. Those

OBJECTIVES 7-15

Refer to answers to Assignment Sheets 1 through 9.

PRETEST

ENGLISH - PRONOUNS

XIV

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with pronouns to their correct definitions. Write the correct letter in the blank.

____ 1. Word that takes the place of a noun

____ 2. Tell what a word means

____ 3. Noun or pronoun that answers the question what? whom? to whom? or for whom?

____ 4. Ownership; to own something

____ 5. Asks a question

____ 6. Two or more nouns or pronouns used as the object in a sentence

____ 7. Points out things

____ 8. Specific, limiting

____ 9. Name of person, place, thing, idea or feeling

___ 10. Not specific, not limiting

a. Case

b. Compound object

c. Compound subject

d. Define

e. Definite

f. Demonstrative

g. Indefinite

h. Interrogative

i. Noun

j. Object

k. Objective case

l. Possession

m. Possessive case

n. Pronoun

o. Subjective case

OBJECTIVE 2

Distinguish between types of pronouns that indicate person. Write "F" in the blank before pronouns in first person, write "S" in the blank for second person, and "T" in blank for third person pronoun.

____1. Me

____2. Him

____3. You

____4. I

____5. Their

____6. Yours

____7. Herself

OBJECTIVE 3

Select the correct case of personal pronoun in sentences. Circle the correct pronoun in the following sentences.

1. (She, Her) and (me, I) like ICE.

2. Jake and (him, he) helped repair the car.

3. (He, Him) needs to help me weld.

OBJECTIVE 4

Identify interrogative pronouns in sentences. Circle the correct pronoun in the following sentences.

1. (Who, Whom) knows that answer?

2. Do you know (who's, whose) that is?

3. (What, Which) happened to you at school today?

OBJECTIVE 5

Identify indefinite pronouns in sentences. Circle the indefinite pronoun in the following sentences.

1. Everyone remembers something about somebody.

2. No one told anyone about anything.

OBJECTIVE 6 **Identify demonstrative pronouns in sentences.** Circle the demonstrative pronoun in the following sentences.

1. That was the fastest car.
2. Those are the most colorful flowers.

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 7	**Identify personal pronouns.**	SCORE _______
OBJECTIVE 8	**Replace nouns with personal pronouns.**	SCORE _______
OBJECTIVE 9	**Select subjective case personal pronouns.**	SCORE _______
OBJECTIVE 10	**Select objective case personal pronouns.**	SCORE _______
OBJECTIVE 11	**Identify interrogative pronouns.**	SCORE _______
OBJECTIVE 12	**Select objective, subjective, and possessive case interrogative pronouns.**	SCORE _______
OBJECTIVE 13	**Identify indefinite pronouns.**	SCORE _______
OBJECTIVE 14	**Identify demonstrative pronouns.**	SCORE _______
OBJECTIVE 15	**Identify pronouns.**	SCORE _______

OBJECTIVE 1

Match terms associated with pronouns to their correct definitions.

- **Case**—Form of a pronoun that signals its use in a sentence.
- **Compound object**—Two or more nouns or pronouns used as the object in a sentence.
- **Compound subject**—Two or more nouns or pronouns used as the subject in a sentence
- **Define**—Tell what a word means
- **Definite**—Specific; limiting
- **Demonstrative**—Points out things
- **Indefinite**—Not specific; not limiting
- **Interrogative**—Asks a question
- **Noun**—Part of speech that names a person, place, thing, idea or feeling
- **Object**—Noun or pronoun that answers the questions what? whom? to whom? or for whom?
- **Possession**—Ownership; to own something
- **Pronoun**—A word which takes the place of a noun

OBJECTIVE 2

Distinguish between types of pronouns that indicate person.

Personal pronouns are pronouns that change form to indicate person. Writing or speaking is done from three points of view.

- **First person**—Talk about yourself or the group you are with

  I, me, my, mine, myself, we, us, ours

- **Second person**—Talk about the person or persons to whom you are speaking

  you, your, yours, yourself, yourselves

- **Third person**—When you speak of anyone or anything else

  he, him, his, himself

  she, her, hers, herself

  it, its, itself

  they, them, their, theirs, themselves

  NOTE: Pronouns made of two words (myself, themselves, etc.) may not be used in a sentence without first identifying the person or thing the pronoun stands for.

  EXAMPLE: John hurt himself moving the engine.

  NOTE: The pronoun *we* is often used instead of *I* by individuals who do not want to call attention to themselves. *We* should only be used by an individual when speaking on behalf of another person, group, or organization.

OBJECTIVE 3 **Select the correct case of personal pronouns in sentences.**

- **Possessive case personal pronoun**—shows ownership or possession

  my, mine, you, yours, his, hers, its, our, ours, their, theirs

  EXAMPLES: My tools are right here.

  The tools on the cart are mine.

  The table saw tripped its breaker.

  NOTE: Possessive pronouns never use an apostrophe. Sometimes they are confused with similar sounding contractions.

EXAMPLE:

Possessive pronouns	Contractions
whose	who's (who is)
your	you're (you are)
its	it's (it is)
their	they're (they are)
theirs	there's (there is)

- **Subjective case**—Personal pronoun used as a subject or when referring to a subject in a sentence.

  I, you, he, she, it, we, they

  EXAMPLES: You are a very good student.

  He has been elected president of VICA.

  When pronouns are used as part of a compound subject, you still use the subjective case pronoun.

  EXAMPLE: *She* and John were going to work at the same place.

  NOTE: An easy way to select the subjective case pronoun is to say the sentence aloud, omitting the first subject in the compound subject. In most sentences, your ear will tell you the correct pronoun.

  EXAMPLE: *She* and John were going...
  She was going...
  Not
  Her and John were going
  Her was going

- **Objective case**—Used as the object in a sentence

  me, you, him, it, her, us, them

  EXAMPLE: Robert waited for her.

  Objective case personal pronouns are often used as part of a compound object.

  EXAMPLE: He gave the test to Sara and *me*.

  NOTE: An easy way to select the subjective case pronoun is to say the sentence aloud, omitting the first subject in the compound subject. In most sentences, your ear will tell you the correct pronoun.

  EXAMPLE: He gave the test to Sara and me.
  He gave the test to *me*.
  NOT
  He gave the test to *I*.

OBJECTIVE 4

Identify interrogative pronouns in sentences.

Interrogative pronouns ask a question.

who, whom, whose, what, which

- **Subjective**—Interrogative pronouns used as a subject in a sentence

  who, what, which

  EXAMPLES: What is going on here?

  Who ate my dessert?

  Which of the stocks is yours?

  NOTE: Use "who" when reference is made to an individual person or group. use "which" when reference is made to places, objects, and animals.

- **Objective case**—Interrogative pronoun used as the object (direct or indirect) in a sentence

  whom, what

  EXAMPLES: For whom did you work (object of preposition "for")

  What did he say? (object of the verb "say")

- **Possessive case**—Interrogative pronoun used to show ownership

  whose

  EXAMPLE: Whose is that?

OBJECTIVE 5

Identify indefinite pronouns in sentences.

Indefinite pronouns are pronouns which do not refer to a specific person, place, or thing.

any**
anyone*
anybody*
anything*
one*
no one*
nobody*
nothing
someone*
somebody*
something*
some**
everyone*
everybody*
everything*
each*
many
few
both

another none** either* several

all** neither*

*Singular

**Singular or plural, depending on meaning in sentence.

All of the rest are plural.

NOTE: Singular or plural indefinite pronouns require corresponding singular or plural verbs and antecedents (the word for which the pronoun stands).

A = Antecedent
V = Verb
IP = Indefinite pronoun

A V IP
EXAMPLE: Many of the VICA members have paid their dues.

A V IP
Each of the VICA members has paid his/her dues.

OBJECTIVE 6 **Identify demonstrative pronouns in sentences.**

Demonstrative pronouns are pronouns which point out persons or things already referred to.

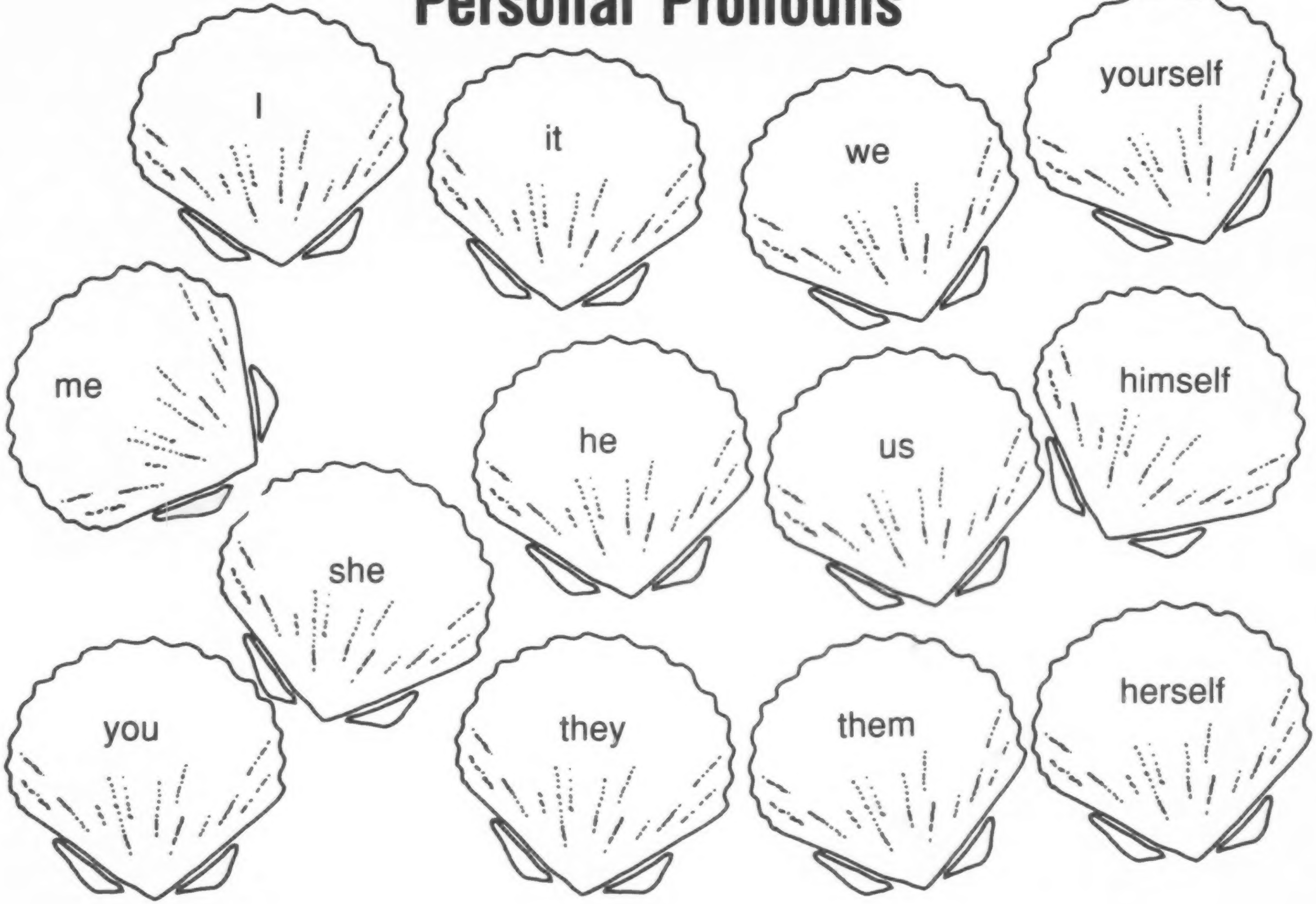
This, that, these, those

EXAMPLES: *This* suits me fine.
Give me *those*, and I will wash them.

NOTE: When a noun follows a demonstrative pronoun, the pronoun is used as an adjective, not a pronoun.

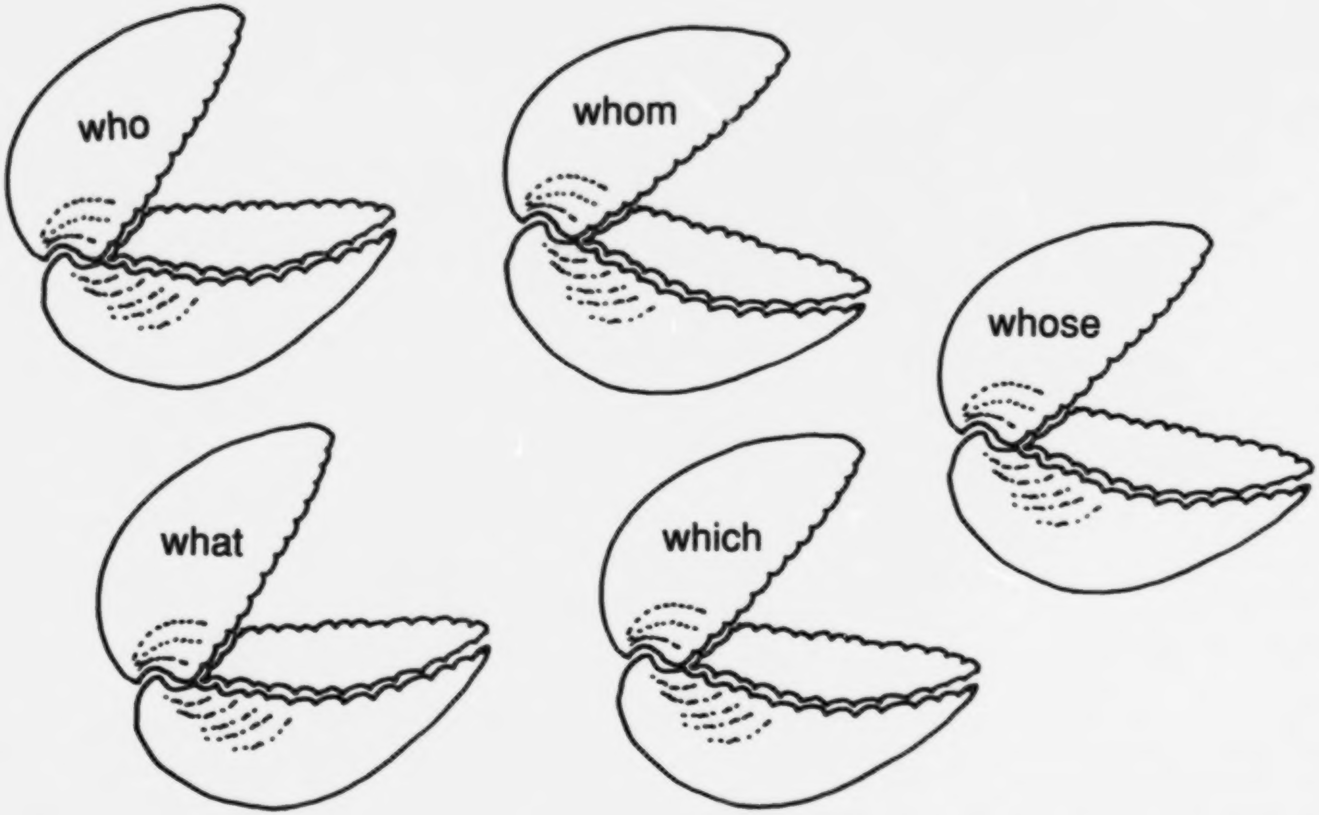
EXAMPLE: *That* car is mine.
That is followed by a noun (car).
That becomes an adjective.

Personal Pronouns


I
it
we
yourself
me
he
us
himself
she
you
they
them
herself

TRANSPARENCY MASTER - ICE
XIV - 19

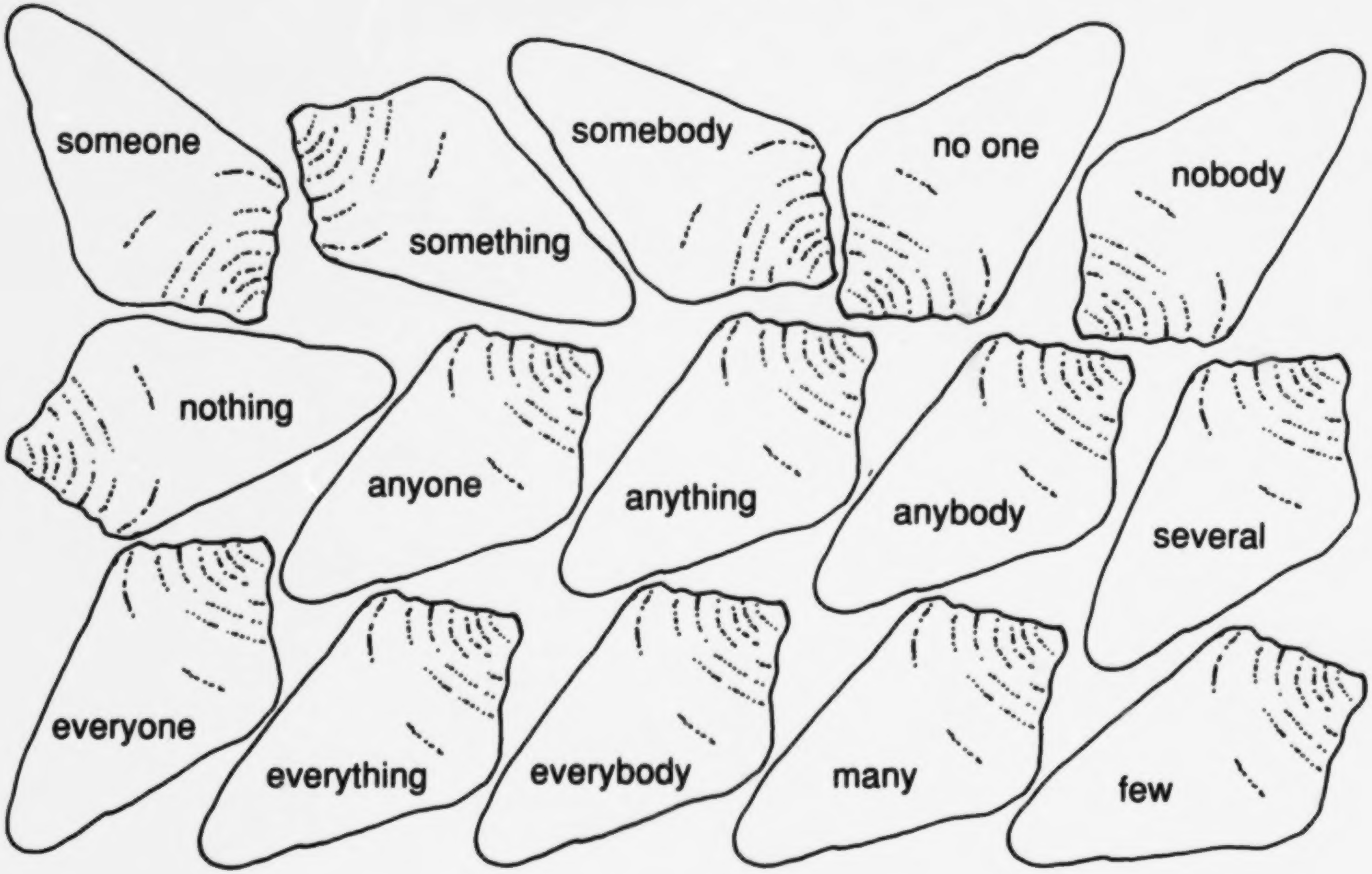
Interrogative Pronouns


who
whom
whose
what
which

TM 2

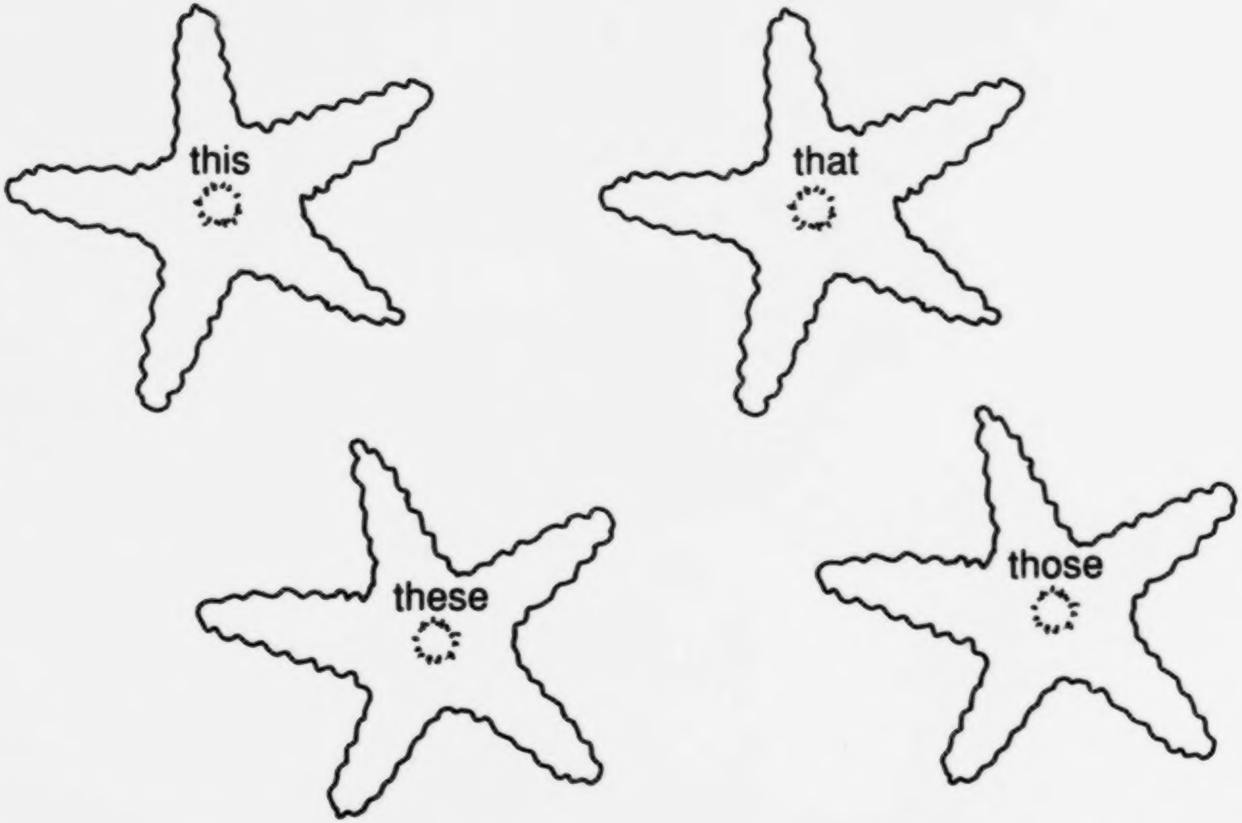
TRANSPARENCY MASTER - ICE
XIV - 21

Indefinite Pronouns


someone
something
somebody
no one
nobody
nothing
anyone
anything
anybody
several
everyone
everything
everybody
many
few

TM 3

Demonstrative Pronouns


this
that
these
those

ASSIGNMENT SHEET 1

ENGLISH - PRONOUNS

XIV

NAME ________________________________ SCORE _______

OBJECTIVE 7 **Identify personal pronouns.**

INTRODUCTION A pronoun takes the place of a noun. Personal pronouns replace nouns which refer to the speaker, the person spoken to, or the person or thing spoken about.

DIRECTIONS Underline each personal pronoun in the following sentences. The numbers at the end of each sentence tell you how many pronouns you should have underlined.

PART I EXAMPLE: Jeff saw his parents, and he waved at them.

1. The cook placed his orders on a bulletin board. (1)
2. I called in an order to go. (1)
3. The waiter called out my order to me. (2)
4. I picked up the order myself. (2)
5. Did the waiter take your order? (1)
6. You should check with him. (2)
7. He sometimes makes a mistake in his writing. (2)
8. The waitress even lost her own order one time. (1)
9. She got mad at the cook, but it was her mistake. (3)
10. At first, he blamed himself. (2)
11. She discovered the error and blamed herself. (2)
12. We left our order with the waiter one time, and it was really messed up. (3)
13. They called us at our house, and we all straightened things out. (4)

14. In fact, they blamed themselves, and we blamed ourselves. (4)

15. The truth was, it was the cook's fault. (1)

16. He had read their order slips wrong. (2)

17. When he read the slip, he thought they said "cancel." (3)

18. He makes such good food that all the trouble is worth it. (2)

19. I wouldn't kid you. (2)

20. Their food is great! (1)

PART II Underline each personal pronoun in the following sentences.

EXAMPLE: He walked his dog while I jogged.

1. I tried to learn how to clean my electric motor.

2. My neighbor brought his tools over, and we started working.

3. His wife brought us lunch that she had prepared.

4. She is well known for her cooking talents.

5. Eating her food almost made up for my frustration at learning about the engine.

6. We went back to work after lunch.

7. It seemed to go better with food in my stomach.

8. My neighbor kept praising me.

9. He thought I was doing very well.

10. He even said that I was doing better than he did himself.

11. We finished the job, and I was proud of what I had done.

12. Maybe next time I will try it myself.

13. I will have to buy a soft-faced mallet.

14. My neighbor brought his mallet over this time.

15. I would like to have my own tools.

16. I plan to have him and his wife over for dinner to thank them.

17. Maybe she will volunteer to bring her famous brownies.

18. I am lucky to have such good neighbors.

19. They were always willing to help me and my family.

20. We enjoy having them as our neighbors.

ASSIGNMENT SHEET 2 | **ENGLISH - PRONOUNS** | **XIV**

NAME ______________________________ SCORE _______

OBJECTIVE 8 **Replace nouns with personal pronouns.**

DIRECTIONS Replace the underlined nouns with pronouns. Write the pronouns in the spaces provided below.

Tom wanted to get a job as a short order cook for the summer.
1 2 3
Tom asked Tom's mother for help finding a job. Tom's mother
4
told Tom to go to every restaurant in town and ask about a job.
5
Tom put on Tom's shorts and an old T-shirt and went to town.
6 7
Tom asked at each restaurant, but no one needed help. Tom
8 9 10
went home. Tom's, mother met Tom at the door. Tom's mother
11 12 13
fussed at Tom 14 because of Tom's clothes. Tom's mother
14
made Tom put on a nice pair of slacks and a clean shirt. Then
15 16
Tom's mother sent Tom back to town to ask for a job. This
17
time Tom was hired at the fourth place Tom went.

ASSIGNMENT SHEET 3 | **ENGLISH - PRONOUNS** | **XIV**

NAME ______________________________ SCORE _______

OBJECTIVE 9 **Select subjective case personal pronouns.**

INTRODUCTION Subjective case pronouns are those used as a subject or when referring to a subject in a sentence

PART I

DIRECTIONS Underline the subjective case pronouns in each of the following sentences. You may refer to your Information Sheet.

EXAMPLE: (She, Her) got an "A" on her assignment.

1. (He, Him) needs a wire brush to clean the crankcase.
2. (We, Us) borrowed a scraper to clean the crankcase.
3. (They, Them) cleaned dirt from the cylinder walls.
4. (Yourself, You) reassemble parts in reverse order after cleaning the cooling system.
5. (It, Its) never hurts to check yourself.
6. (Her, She) wanted to learn how to service the oil-bath air cleaner.
7. (Me, I) helped clean the cup, filter, and other parts with solvents.

PART II

DIRECTIONS Underline the subjective case pronouns in each of the following sentences

EXAMPLE: Bob and (he, him) worked overtime.

He worked overtime.

Bob and he worked overtime.

1. Tom or (him, he) threw the dirty oil away.
2. Willie and (her, she) helped each other service the oil-filter air cleaner.
3. Jon and (us, we) checked their work.
4. Kara and (I, me) had to clean the shop for a week.
5. Sue or (they, them) will clean the shop next week.
6. Joyce and (she, her) presented the safety colors.
7. Ed and (we, us) were not sure what the ivory color stood for.
8. Ted and (him, he) told us that the color ivory is applied to label edges, vise jaws, and edges of tool rests to reflect light.
9. Our classmates and (us, we) worked together.
10. They and (we, us) studied the safety rules.
11. The teacher and (they, them) helped us.
12. Shirley and (me, I) scored 100 percent on our safety test.
13. Jon, Jill and (him, he) did not pass the test.

ASSIGNMENT SHEET 4

ENGLISH - PRONOUNS

XIV

NAME ______________________________ SCORE ______

OBJECTIVE 10

Select objective case personal pronouns.

INTRODUCTION

Objective case personal pronouns are those personal pronouns used as the object in a sentence.

PART I

DIRECTIONS

Underline the objective case pronouns in the following sentences. You may refer to your Information Sheet.

EXAMPLE: The principal wanted (I, me) to help him.

1. The teacher chose (I, me) to explain the use of yellow in safety.
2. Lisa asked (he, him) what green meant in the color safety code.
3. Gary wanted to ask (her, she) what orange meant in safety.
4. The teacher told (us, we) that we would have a test tomorrow on safety code colors.
5. Then everyone wanted to ask (he, him) a question.
6. He told (we, us) to study the color codes.
7. We promised we would study (them, they).

PART II

DIRECTIONS Underline the objective case pronouns in the following sentences.

EXAMPLE: Ask Betty and (her, she) the question.

Ask her the question.

Ask Betty and her the question.

1. The teacher reminded Kim and (I, me) to pin our hair up when working on machines.
2. Jeff told Sally and (he, him) to take off their rings when working with machinery.
3. They helped Dick and (us, we).
4. The dry chemical fire extinguisher was placed beside Joe and (she, her).
5. No one saw (he and she, him and her) leave.
6. Marilyn asked Ted and (us, we) to help.
7. The principal came for [illegible]m and (they, them).
8. The class missed (you and he, you and him) when you both were absent.
9. May we go with you and (she, her)?
10. Why can't Gary and Kent go with you and (I, me)?
11. We don't want the girls and (they, them) to pester us.
12. They always pester you and (I, me).
13. Then let's you and I go without her and (they, them).

NAME ______________________________ SCORE ________

OBJECTIVE 11 **Identify interrogative pronouns.**

INTRODUCTION Interrogative pronouns ask a question.

DIRECTIONS Underline the interrogative pronouns in the following sentences. You may refer to you Information Sheet.

EXAMPLE: Whose coat is this?

1. What did you say?
2. Who knows how to find a job?
3. Who sent this letter?
4. To whom did you write?
5. Who got the job?
6. What did you want?
7. Whose purse is that?
8. Whom did the teacher ask?
9. To whom was the hammer given?
10. Who lives here?

ASSIGNMENT SHEET 6 | **ENGLISH - PRONOUNS** | **XIV**

NAME ______________________________ SCORE ______

OBJECTIVE 12

Select objective, subjective, and possessive case interrogative pronouns.

INTRODUCTION

Interrogative pronouns ask a question.

DIRECTIONS

Underline the correct interrogative pronouns in the following sentences.

NOTE: Choose *who* when the pronoun is a subject or refers to the subject. Choose *whom* when the pronoun is used as an object. *What* is used both as a subject and as an object pronoun.

EXAMPLE: Do you know (who's, whose) that is?

1. (Who, Whom) is your ICE instructor?
2. (Who, Whom) is your best friend?
3. The teacher called on (who, whom)?
4. (Who, Whom) did the teacher call on?
5. Do you know (whose, who's) this is?
6. (Who, Whom) did you ask about a job?
7. (Who, Whom) finished the welding job?
8. The answer was given by (who, whom)?
9. (Who, Whom) did you go out with last night?
10. (Who's, Whose) was that?

ASSIGNMENT SHEET 7

ENGLISH - PRONOUNS

XIV

NAME ______________________________ SCORE ________

OBJECTIVE 13

Identify indefinite pronouns.

INTRODUCTION

Indefinite pronouns are pronouns which are not specific or limiting, which do not refer to definite persons or things.

DIRECTIONS

Underline each indefinite pronoun in the following sentences. You may refer to your Information Sheet.

EXAMPLE: Each of them belongs to someone.

1. Everyone should know how to use a fire extinguisher.
2. Everybody needs to remember that a jack plane is used for smoothing long surfaces.
3. No one could find the coping saw.
4. Each of them is different in its own way.
5. Few of us remember Pearl Harbor.
6. Neither impresses me.
7. Marty could remember nothing about rip handsaws.
8. Someone had to find the cleaning solvent.
9. Both will do the job of another.
10. Anyone could do something better than she.
11. One is never enough; several are too many.
12. Everyone should try to do his or her best.
13. Everything should not be left to a few.

14 No one should do anything.

15. Many of us believed that the earth was flat.

16. Eddie was capable of doing anything with car engines.

17. Both tried to help repair the damage.

18. Someone sent me the wrong application form.

19. Everything is in its proper place.

20. No one wanted any.

ASSIGNMENT SHEET 8

ENGLISH - PRONOUNS

NAME ______________________________ SCORE ________

OBJECTIVE 14 **Identify demonstrative pronouns**

INTRODUCTION Demonstrative pronouns point out things. They are used without a noun after them.

DIRECTIONS Underline the demonstrative pronouns in the following sentences. You may refer to your Information Sheet.

EXAMPLE: I think these are my homework papers.

1. This is my car.
2. Is that his house?
3. Those are his tools.
4. Are these my tools?
5. That is not the correct way to clean an engine.
6. Are those too big for you to use?
7. That is not a good safety procedure.
8. These are my friends.
9. That does not concern me.
10. Are those his?

NAME ______________________________ SCORE ______

OBJECTIVE 15 **Identify pronouns.**

DIRECTIONS Underline all of the pronouns in the following sentences. You should underline 21.

EXAMPLE: He was proud of himself for passing his test.

1. The waitress called out our order.
2. Our hotdogs were too cold to eat, so we sent them back.
3. That is too little food.
4. Who sent you the new sweater?
5. Everyone should remember the safety rules while he/she is in the shop.
6. No one should forget safety rules.
7. You need to remember to lock the windows.
8. She sent herself a note to remind herself about her appointment.
9. His job interview went well.
10. In fact, they blamed themselves, and we blamed ourselves.

ASSIGNMENT ANSWERS

ENGLISH - PRONOUNS

XIV

ASSIGNMENT SHEET 1

PART I

1. his
2. I
3. my, me
4. I, myself
5. your
6. You, him
7. He, his
8. her
9. She, it, her
10. he, himself
11. she, herself
12. We, our, it
13. They, us, our, we
14. they, themselves, we, ourselves
15. it
16. He, their
17. he, he, they
18. He, it
19. I, you
20. Their

PART II

1. I, my
2. My, his, we
3. His, us, she
4. She, her
5. her, my
6. We
7. It, my
8. My, me
9. He, I
10. He, I, he, himself
11. We, I, I
12. I, it, myself
13. I
14. My, his
15. I, my
16. I, him, his, them
17. she, her
18. I
19. They, me, my
20. We, them, our

ASSIGNMENT SHEET 2

1. He
2. his
3. She
4. him
5. his
6. He
7. He
8. His
9. him
10. She
11. him
12. his
13. His
14. him
15. his
16. him
17. he

ASSIGNMENT SHEET 3

PART I

1. He
2. We
3. They
4. You
5. It
6. She
7. I

PART II

1. he
2. she
3. we
4. I
5. they
6. she
7. we
8. he
9. we
10. we
11. they
12. I
13. he

ASSIGNMENT SHEET 4

PART I

1. me
2. him
3. her
4. us
5. him
6. us
7. them

PART II

1. me
2. him
3. us
4. her
5. him, her
6. us
7. them
8. you, him
9. her
10. me
11. them
12. me
13. them

ASSIGNMENT SHEET 5

1. What
2. Who
3. Who
4. whom
5. Who
6. What
7. Whose
8. Whom
9. whom
10. Who

ASSIGNMENT SHEET 6

1. Who
2. Who
3. whom
4. Whom
5. whose
6. Whom
7. Who
8. whom
9. whom
10. Whose

ASSIGNMENT SHEET 7

1. Everyone
2. Everybody
3. No one
4. Each
5. Few
6. Neither
7. nothing
8. Someone
9. Both, another
10. Anyone, something
11. One, several
12. Everyone
13. Everything, few
14. No one, anything
15. Many
16. anything
17. Both
18. Someone
19. Everything
20. No one, any

ASSIGNMENT SHEET 8

1. This
2. that
3. Those
4. these
5. That
6. those
7. That
8. These
9. That
10. those

ASSIGNMENT SHEET 9

1. our
2. Our, we, them
3. That
4. Who, you
5. Everyone, he/she
6. No one
7. you
8. She, herself, herself, her
9. His
10. they, themselves, we, ourselves

WRITTEN TEST

ENGLISH - PRONOUNS

XIV

NAME ______________________ SCORE ________

OBJECTIVE 1

Match terms associated with pronouns to their correct definitions. Write the correct letter in the blank.

____ 1. Word that takes the place of a noun

____ 2. Tell what a word means

____ 3. Noun or pronoun that answers the question what? whom? to whom? or for whom?

____ 4. Ownership; to own something

____ 5. Asks a question

____ 6. Two or more nouns or pronouns used as the object in a sentence

____ 7. Points out things

____ 8. Specific, limiting

____ 9. Name of person, place, thing, idea or feeling

___ 10. Not specific, not limiting

a. Case

b. Compound object

c. Compound subject

d. Define

e. Definite

f. Demonstrative

g. Indefinite

h. Interrogative

i. Noun

j. Object

k. Objective case

l. Possession

m. Possessive case

n. Pronoun

o. Subjective case

OBJECTIVE 2

Distinguish between types of pronouns that indicate person. Write "F" in the blank before pronouns in first person, write "S" in the blank for a second person, and "T" in the blank for third person pronoun.

____1. mine

____2. itself

____3. her

____4. I

____5. yours

____6. they

____7. theirs

OBJECTIVE 3

Select the correct case of personal pronouns in sentences. Circle the correct pronoun in the following sentences.

1. No one remembered (they, them).
2. (Their, them) hamburgers were given to (us, we) by mistake.
3. The instructor spoke quietly to (we, us) and (them, they).

OBJECTIVE 4

Identify interrogative pronouns in sentences. Circle the correct interrogative pronoun in the following sentences.

1. (What, Which) is the answer to the problem?
2. (Whose, Who's) name was submitted?
3. (Who, Whom) do you trust with the tools?

OBJECTIVE 5

Identify indefinite pronouns in sentences. Circle the indefinite pronouns in the following sentences.

1. Everyone needs to remember everything about safety.
2. Nothing was done about anything.
3. Anyone could have taken the tools.

OBJECTIVE 6 **Identify demonstrative pronouns in sentences.** Circle the demonstrative pronouns in the following sentences.

1. Those will be fine.
2. These are the best.
3. That was a mistake.

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 7	**Identify personal pronouns.**	SCORE ________
OBJECTIVE 8	**Replace nouns with personal pronouns.**	SCORE ________
OBJECTIVE 9	**Select subjective case personal pronouns.**	SCORE ________
OBJECTIVE 10	**Select objective case personal pronouns.**	SCORE ________
OBJECTIVE 11	**Identify interrogative pronouns.**	SCORE ________
OBJECTIVE 12	**Select objective, subjective, and possessive case interrogative pronouns.**	SCORE ________
OBJECTIVE 13	**Identify indefinite pronouns.**	SCORE ________
OBJECTIVE 14	**Identify demonstrative pronouns.**	SCORE ________
OBJECTIVE 15	**Identify pronouns.**	SCORE ________

OBJECTIVE 1

1. n
2. d
3. j
4. l
5. h
6. b
7. f
8. e
9. i
10. g

OBJECTIVE 2

1. F
2. T
3. T
4. F
5. S
6. T
7. T

OBJECTIVE 3

1. them
2. Their, us
3. us, them

OBJECTIVE 4

1. What
2. Whose
3. Whom

OBJECTIVE 5

1. Everyone, everything
2. Nothing, anything
3. Anyone

OBJECTIVE 6

1. Those
2. These
3. That

OBJECTIVES 7 - 15

Refer to answers to Assignment Sheets 1 through 9.

OBJECTIVE SHEET

ENGLISH – VERBS

XV

INTRODUCTION

In the English language the most common sentence error is in the use of verbs. Knowledge of the correct way verbs are used will improve your communication skills whether they are written or spoken.

The function of a verb resembles that of a motor in a car. Without a verb a sentence will not perform. Verbs are performers that demonstrate action or state of being. Verbs may give commands or ask questions.

UNIT OBJECTIVE

After completing this unit, the student should be able to identify, select, and distinguish verbs. The student will show these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with verbs to their correct definitions.
2. Select action verbs. (Assignment Sheet 1)
3. Select linking verbs. (Assignment Sheet 2)
4. Select helping verbs. (Assignment Sheet 3)
5. Select compound verbs. (Assignment Sheet 4)
6. Name the principal parts of verbs. (Assignment Sheet 5)
7. Name the principal parts of irregular verbs. (Assignment Sheet 6)
8. Distinguish between verb tenses. (Assignment Sheet 7)
9. Identify verbs in sentences. (Assignment Sheet 8)
10. Complete verb crossword puzzle. (Assignment Sheet 9)

SUGGESTED ACTIVITIES

ENGLISH – VERBS

XV

PREPARATION

- Order material to supplement unit:
- Films, video tapes, and other media
- Guest Speakers

  NOTE: Please provide the guest speaker with the specific topic relevant to the unit of instruction.
- Collect newspapers articles – check to see if there is a secretarial note in the paper.
- Use *Reader's Digest articles*
- Collect business letters and find the subject and verb in each sentence.

DELIVERY

Objective 1

- Have as a guest a personnel director or supervisor of a company to speak to the class on communication.
- Discuss terms with class.

Objective 2

- Play "Verb Game." Set a time limit of approximately 5 minutes to see which student can write the most action verbs within the allotted time.
- Transparency 1, Assignment Sheet 1

Objective 3

- Invite a radio disc jockey and a television newscaster to discuss the importance of knowing how to use verbs in their job.
- Transparency 2, Assignment Sheet 2

Objective 4

- Transparency 3, Assignment Sheet 3

Objective 5

- Assignment Sheet 4

Objective 6

- Have students critique a television soap opera for correct verb usage.
- Transparency 4, Assignment Sheet 5

Objective 7

- Let students listen to their favorite recording artist and critique the lyrics.
- Transparency 5 and 6, Assignment Sheet 6

Objective 8

- Transparency 7, Assignment Sheet 7

Objective 9

- Assignment Sheet 8

APPLICATION

Objective 10

- Use Assignment Sheet 9

EVALUATION

Pretest

- Pretest qualifying students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test
- Evaluate students on assignment sheet activities if not previously done.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.

SUGGESTED RESOURCES

Audiovisual Materials

- "Communication: The Process"

  NOTE: This film is available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order this film from Curriculum Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.

  Out-of-state teachers should write Medcom/Trainex, P.O. Box 3225, Garden Grove, California 92642.

- *Writing Skills*. English on the Job Series. Chicago: Coronet Films, 1985. Videocassette/filmstrip.
- *Applied Communication*. Agency for Instructional Technology. Box A. Bloomington, Indiana 47402.
- Software—*English on the Job: A Communication Skills Program*. Omro, Wisconsin: Conover Company.

UNIT REFERENCES

- House, Clifford R., Kathie Sigler. *Reference Manual*. Southwestern Publishing Company. Cincinnati, Ohio, 1989.

PRETEST ANSWERS — ENGLISH – VERBS — XV

OBJECTIVE 1

1. p
2. i
3. a
4. f
5. b
6. o
7. e
8. l
9. c
10. k
11. d

OBJECTIVE 2

1. smiled
2. build
3. sent

OBJECTIVE 3

1. are
2. is
3. saw

OBJECTIVE 4

1. has been
2. will be
3. will be

OBJECTIVE 5

1. accepts and processes
2. supervises and teaches
3. takes and orders

OBJECTIVE 6

1. walked
2. jump, have jumped
3. dating, dated, (have) dated

OBJECTIVE 7

1. doing
2. drive, (have) driven
3. going
4. see, saw, (have) seen

OBJECTIVE 8

1. past
2. present
3. future

OBJECTIVE 9

2, 3, 5

OBJECTIVE 10

Refer to answers to Assignment Sheet 9.

PRETEST — ENGLISH – VERBS — XV

OBJECTIVE 1

Match terms associated with verbs to their correct definitions. Write the correct letters in the blanks.

____ 1. Contains a main verb and one or more helping verbs to make the sentence complete

____ 2. Part of a sentence that says something about the subject

____ 3. A word that shows action

____ 4. Verbs that help to make a statement by linking the subject to the predicate, adjective, pronouns, or noun

____ 5. Subject/verb match in number

____ 6. Part of speech that indicates an action, condition, or state of being

____ 7. A verb which forms its past and past participle in some other way than a regular verb

____ 8. Group of words containing a subject and verb and expressing a complete thought

____ 9. Two or more verbs in one sentence

___ 10. A verb which forms its past and past participle by adding –d or –ed

___ 11. Base part of the verb; root

a. Action verb

b. Agreement

c. Compound verbs

d. Present

e. Irregular verb

f. Linking verb

g. Noun

h. Plural

i. Predicate

j. Preposition

k. Regular verb

l. sentence

m. Standard

n. Subject

o. Verb

p. Verb phrase

OBJECTIVE 2

Select action verbs. Circle the action verbs in the sentences below.

1. The waitress smiled at the customers.
2. Our students build airplanes.
3. The printer sent an extra twenty copies.

OBJECTIVE 3

Select linking verbs. Circle the linking verbs in the sentences below.

1. Twenty secretaries are needed for the new firm.
2. The applicant is Jan Harrison.
3. We saw the vice-president at a meeting.

OBJECTIVE 4

Select helping verbs. Circle the helping verbs in the sentences below.

1. Our request for the field trip has been given.
2. We will be going to Enterprise Square.
3. The objective of the trip will be to increase our knowledge about economics and entrepreneurship.

OBJECTIVE 5

Select compound verbs. Circle the compound verbs in the sentences below.

1. Tina accepts and processes credit cards.
2. At the day care center Shawna supervises and teaches art to three year old children.
3. Bobby takes and orders subscriptions for the *Tulsa World*.

OBJECTIVE 6

Name the principal parts of verbs. Fill in the blank or blanks with the correct form of the verb to complete the chart.

	Present Participle	Present	Past Participle	Past
1.	walk	walking	________	(have) walked
2.	________	jumping	jumped	________
3.	date	________	________	________

OBJECTIVE 7

Name the principal parts of irregular verbs. Fill in the blank or blanks with the correct form of the irregular verb to complete the chart.

	Present Participle	Present	Past Participle	Past
1.	do	______	did	(have) done
2.	______	driving	drove	______
3.	go	______	went	(have) gone
4.	______	seeing	______	______

OBJECTIVE 8

Distinguish between verb tenses. Write past, present, or future tense in the blank to the left of the statement to identify the tense of the underlined verb.

1. ______________ He preheated the grill.

2. ______________ She is busy.

3. ______________ The waitress will *take* the orders.

OBJECTIVE 9

Identify verbs in sentences. Write an "X" in the blank before each sentence in which the underlined part of speech is a verb.

___ 1. Walking is her favorite exercise.

___ 2. Today, no one was walking.

___ 3. The student is operating the table saw.

___ 4. Operating has become very specialized.

___ 5. We cut the fabric for the uniforms.

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objective.

OBJECTIVE 10

Complete verb crossword puzzle. SCORE _______

INFORMATION SHEET

ENGLISH - VERBS

XV

OBJECTIVE 1

Match terms associated with verbs to their correct definitions.

- **Action verb**—a word that shows action
- **Agreement**—Subject/verb match in number
- **Compound verbs**—Two or more verbs in one sentence
- **Present**—Base part of the verb; root
- **Irregular verb**—A verb which forms its past and past participle in some other way than a regular verb
- **Linking verb**—Verbs that help to make a statement by linking the subject to the predicate, adjective, pronoun, or noun
- **Predicate**—Part of a sentence that says something about subject. (Predicates largely contain verbs.)
- **Regular verb**—A verb which forms its past and past participle by adding –d or –ed
- **Sentence**—Group of words containing a subject and verb and expressing a complete thought
- **Verb**—Part of speech that indicates an action, condition, or state of being
- **Verb phrase**—Contains a main verb and one or more helping verbs to make the sentence complete

OBJECTIVE 2

Select action verbs. (Assignment Sheet 1 and Transparency 1)

An action verb is a word that makes a statement by expressing action. The action may be physical or mental. It may or may not take an object. An object is a noun or pronoun that completes the action by telling who or what is affected by the action.

EXAMPLE: Run, walk, jump, think
Barbara paid her VICA dues.

Action verbs that take direct objects are transitive verbs. Intransitive verbs can express action without a direct object. Most action verbs can be either transitive or intransitive.

EXAMPLES: Intransitive – Joli ate quickly.
Transitive – Joli ate her lunch quickly.

OBJECTIVE 3

Select linking verbs. (Assignment Sheet 2 and Transparency 2)

Linking verbs help to make a statement by linking the subject to the noun, pronoun, or adjective that follows.

is
am
are
was
were

be
being
been

seem
appear
look
become

grow
taste
feel
smell

sound
remain
stay

EXAMPLE: The country looked drab in the winter.
Barbara is president of VICA.

OBJECTIVE 4

Select helping verbs. (Assignment Sheet 3 and Transparency 3)

Helping verbs assist the main verb in making a statement or expressing action.

is
am
are
was
were
can
can be
can have
could
could be
could have
could have been
do
did
does
has
has been
have
have been
may

might
might be
might have
might have been
must
must be
must have
must have been
shall
shall be
shall have
shall have been
should
should be
should have
should have been
will
will be
will have
will have been

may be
may have
may have been

would
would be
would have
would have been

EXAMPLES: The salesman has been here twice this month. (Main verb, been; helping verb, has)

NOTE: The last verb in a verb phrase is the main verb and the preceding verb or verbs are helpers.

OBJECTIVE 5

Select compound verbs. (Assignment Sheet 4)

Compound verbs are two or more main verbs in one sentence.

EXAMPLE: Sherry wrote and applied for the job.

Compound verbs are usually joined by commas and/or a conjunction.

NOTE: Conjunctions are parts of speech that join words or groups of words in a sentence. The coordination conjunctions are and, but, or for, nor, and yet.

EXAMPLES: Michael cut, ground, and polished the lenses.
Wendy sorted and filed the prescription cards.

OBJECTIVE 6

Name the principal parts of verbs. (Assignment Sheet 5 and Transparency 4)

Every verb has four basic forms called the four principal parts – the present, present participle, past, and past participle. All other forms of a verb are derived from these principle parts.

Present – is the base part of the verb; the root.

EXAMPLE: taste, jump, walk

Present participle – shows continuing action

- Add –ing to present

  EXAMPLES: jump (present) + ing =
  jumping (present participle)
  tasting, jumping, walking

- The past part of the verb shows action already completed.

  Add –ed or –d to the present.

  EXAMPLES: taste (present) + d = tasted (past)
  tasted, jumped, walked

- The past participle – form of a verb that is used with have, has, or had. It is always used with one or more of these helping verbs.

  EXAMPLES: jumped (past) + has or have =
  has jumped, have jumped (past participle)
  have tasted, have jumped, have walked

  NOTE: To remind yourself always use have before the past parts of a verb; thus bring, brought, have brought.

Most of the verbs in the English language (and there are hundreds of them) are called "regular" verbs because they are formed according to the rules stated above. There are about sixty verbs, however, that do not go by those or any other particular set of rules when changing forms.

- Some of the irregular verbs use the same word for all parts.

EXAMPLES:	*Present*	*Past*	*Past Participle*
	cost	cost	(have) cost
	hit		hit (have) hit

- Some (like regular verb) have a past participle that is the same as the past, but (unlike regular verb) have changed the spelling of the present in order to form the past.

EXAMPLES:	*Present*	*Past*	*Past Participle*
	bring	brought	(have) brought
	catch	caught	(have) caught

- Some add –n or –en to the past to form the past participle.

EXAMPLES:	*Present*	*Past*	*Past Participle*
	beat	beat	(have) beaten
	break	broke	(have) broken

- Some use the letter "i" in the present, the letter "a" in the past and the letter "u" in the past participle.

EXAMPLES:	*Present*	*Past*	*Past Participle*
	begin	began	(have) begun
	drink	drank	(have) drunk

- Some make the past participle from the present form.

EXAMPLES:	*Present*	*Past*	*Past Participle*
	blow	blew	(have) blown
	come	came	(have) come

Although irregular verbs represent a very small percentage of all verbs, they are used so much that it is very important to know their parts. Because they do not follow any particular set of rules, the only way to be sure of correct usage is to memorize the different forms for the irregular verbs.

NOTE: If you are not sure of a verb form, the dictionary can help. If it is a regular verb, the dictionary will list only the present form of the verb. You can then follow the rules to form the past or the past participle. If the verb is irregular, the dictionary will list all three forms.

OBJECTIVE 7 **Name the principal parts of irregular verbs.** (Assignment Sheet 6 and Transparencies 5 and 6)

NOTE: Study the following list.

Present	*Present Participle*	*Past*	*Past Participle*
become	becoming	became	(have) become
begin	beginning	began	(have) begun
blow	blew	blowing	(have) blown
break	breaking	broke	(have) broken
bring	bringing	brought	(have) brought
buy	buying	bought	(have) bought
choose	choosing	chose	(have) chosen
come	coming	came	(have) come
do	doing	done	(have) done
dive	diving	dived	(have) dived
drink	drinking	drank	(have) drunk

drive	driving	drove	(have) driven
eat	eating	ate	(have) eaten
fall	falling	fell	(have) fallen
freeze	freezing	froze	(have) frozen
get	getting	got	(have) gotten
give	giving	gave	(have) given
go	going	went	(have) gone
grow	growing	grew	(have) grown
know	knowing	knew	(have) known
leave	leaving	left	(have) left
lay (to place)	laying	laid	(have) laid
lie (to rest)	lying	lay	(have) lain
make	making	made	(have) made
pay	paying	paid	(have) paid
ring	ringing	rang	(have) rung
rise	rising	rose	(have) risen
run	running	ran	(have) run
see	seeing	saw	(have) seen
steal	stealing	stole	(have) stolen
swim	swimming	swam	(have) swum
take	taking	took	(have) taken
throw	throwing	threw	(have) thrown
wake	waking	woke	(have) woken
write	writing	wrote	(have) written

OBJECTIVE 8 **Distinguish between verb tenses.** (Assignment Sheet 7 and Transparency 7)

Verb tense means time—whether an action took place now, in the past, or in the future.

- Present tense—happening right now, use present form. When you are talking about one person or thing, add –s or –es to the verb, except with I and you.

  EXAMPLES: You drive home. He drives home. I go to work after school. She goes to work after school.

- Past tense—has already happened

  EXAMPLE: We rode home. He rode home.

- Future tense—is going to happen, use present (root verb) with will or shall.

  EXAMPLES: We will drive home late.
  He will drive to school tomorrow.

OBJECTIVE 9 **Identify verbs in sentences.** (Assignment Sheet 8)

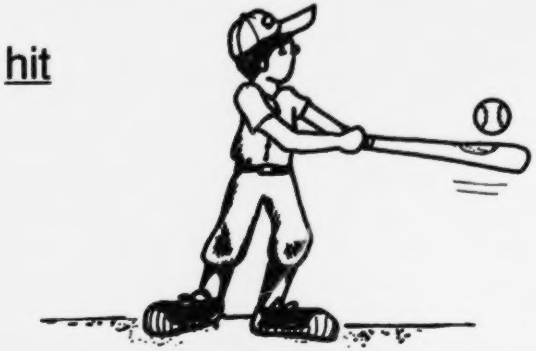
The way a word is used determines its part of speech in a sentence. One word may be used as many different parts of speech.

EXAMPLES: The water *pump* was broken. (noun)
Pump the water from the basement. (verb)

Action Verbs

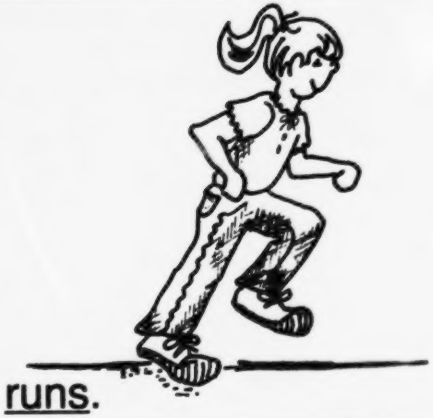
Action verbs show action.

hit



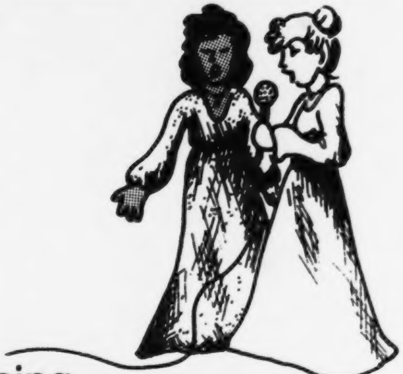
The batter hits the ball.

run



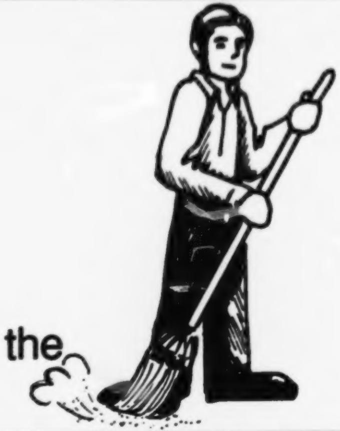
The girl runs.

sing



The girls sing.

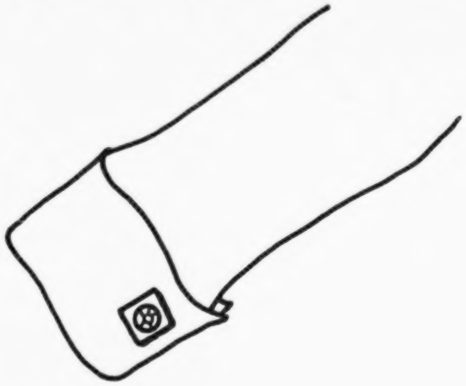
sweep



Father sweeps the floor.

Linking Verbs

Linking verbs help to make a statement by linking the subject to a noun, pronoun, or adjective that follows. They do not show action.



Cuff links link cuffs.
Linking verbs link parts of sentences.

I am mad.

George Bush is President.

We are happy.

We will be happy.

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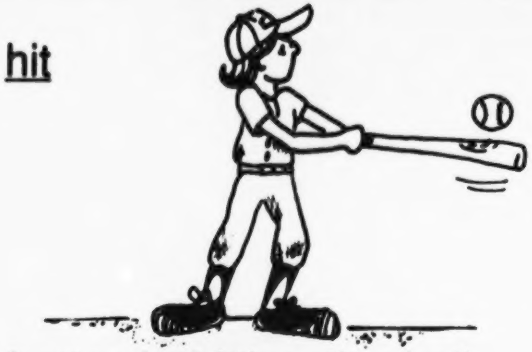
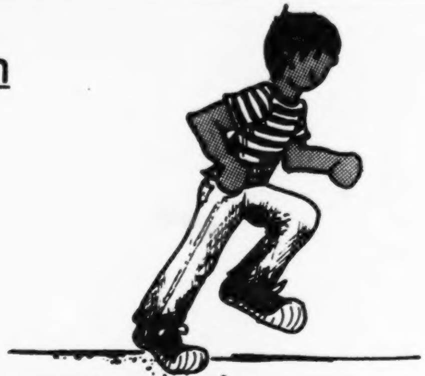
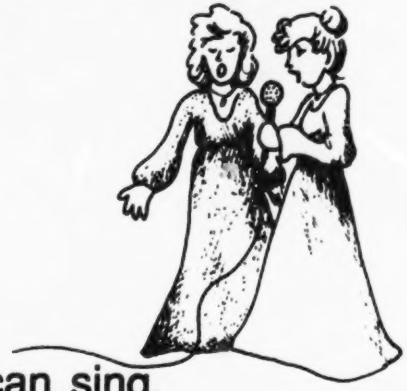
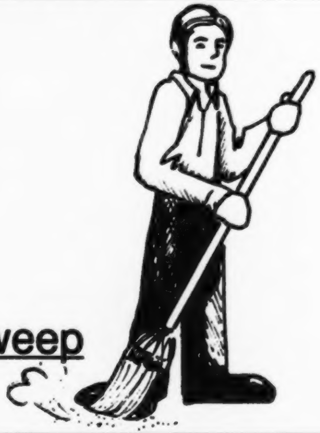
Helping Verbs

Helping verbs help action verbs show action.	
hit  The batter is hitting the ball.	run  The boy was running.
sing  The girls can sing.	sweep  Father could sweep well.

TM 4

Principal Parts of Regular Verbs

Present	Present Participle	Past	Past Participle
walk (main verb)	walking (Add-ing)	walked (added -ed)	(have) walked (use have or has with past)
clean	cleaning	cleaned	(have) cleaned
toast	toasting	toasted	(have) toasted
follow	following	followed	(have) followed
jump	jumping	jumped	(have) jumped
talk	talking	talked	(have) talked

Principal Parts Of Irregular Verbs
No Rules—Irregular Verbs Must be Learned

Present	Present Participle	Past	Past Participle
speak	speaking	spoke	(have) spoken
know	knowing	knew	(have) known
see	seeing	saw	(have) seen
eat	eating	ate	(have) eaten
go	going	went	(have) gone
do	doing	did	(have) done

1010

Chart of Irregular Verbs

Grouped by Patterns

Group	Present	Past	Past Participle
Group I Use the same form for present, past, and past participle	cost hit hurt put set	cost hit hurt put set	(have) cost (have) hit (have) hurt (have) put (have) set
Group II Use the same form for past and past participle.	bring catch fight get lose say sit	brought caught fought got lost said sat	(have) brought (have) caught (have) fought (have) got or gotten (have) lost (have) said (have) sat
Group III Add -n or -en to the past to form the past participle.	beat break choose freeze speak	beat broke chose froze spoke	(have) beaten (have) broken (have) chosen (have) frozen (have) spoken

Chart of Irregular Verbs

Grouped by Patterns

(Continued)

Group	Present	Past	Past Participle
Group IV i—present a—past u—past Participle	begin	began	(have) begun
	drink	drank	(have) drank
	ring	rang	(have) rung
	sing	sang	(have) sung
	sink	sank	(have) sunk
	spring	sprang	(have) sprung
	swim	swam	(have) swum
Group V Make the past participle from the present form.	blow	blew	(have) blown
	come	came	(have) come
	do	did	(have) done
	drive	drove	(have) driven
	eat	ate	(have) eaten
	fall	fell	(have) fallen
	give	gave	(have) given
	go	went	(have) gone
	know	knew	(have) known
	ride	rode	(have) ridden
	run	ran	(have) run
	see	saw	(have) seen
	take	took	(have) taken
	write	wrote	(have) written

Principal Parts of Verbs Used for Tenses

Present	Past Participle	Past	Past Participle
walk see	walking seeing	walked sawing	(have) walked (have) seen

Present Tense

Use Present Add -s or -es when talking about one other thing (except with I and You.)	Mary walks home. I see you.

Past Tense

Use past form	She walked home. I saw you.

Future Tense

Use Present with will.	She will walk home. I will see you.

ASSIGNMENT SHEET 1

ENGLISH – VERBS

XV

NAME ________________________________ SCORE ________

OBJECTIVE 2

Select action verbs.

INTRODUCTION

An action verb is a word that shows action. The action may include physical (visible) or mental (invisible) action.

EXAMPLES: walk, talk, think, laugh, sing

PART I

DIRECTIONS

Underline the action verb in each of the following sentences.

EXAMPLE: The instructor listened carefully to the students.

1. The child hammers the nails into the wooden blocks.
2. The welder turns on the oxyacetylene unit.
3. The worker constructs forms.
4. He uses only clean steel for concrete.
5. She sets type for the local newspaper.
6. The worker leveled the ground for the sidewalk.
7. The welder began at the right end of the metal pieces.
8. Sam slowly moved the oxyacetylene torch.
9. The baby-sitter washed the stuffed animal toys.
10. Karen ate the spinach souffle slowly.
11. Jane lifted the heavy boxes properly.
12. The plumber used black pipe for the air lines.
13. She chose brass pipes for traps and drains.
14. Kim lost her social security card.
15. The graphics teacher ordered more art.

16. Terry reamed a pipe in record time.

17. Kathy cut the meat for her younger brothers.

18. Craig wound his sewing machine bobbin by hand.

19. The stitch length regulator controls the length of the stitch on a sewing machine.

20. Teresa changed the presser foot.

PART II Underline the action verb in each of the following sentences.

EXAMPLE: The worker smoothed the plaster with a trowel.

1. Kevin named the principal parts of the sewing machine.
2. Mary earned 100% on her home economics test.
3. The teacher asked the class a question.
4. List two disadvantages of brazing.
5. Todd knew two types of arc welders.
6. Marsha identified five types of weld joints.
7. Sandy drew a picture of a vise.
8. Terry wrote five characteristics of a good paintbrush.
9. The instructor cleaned the machine.
10. The class oiled the sewing machines.
11. Carl opened the sewing machine correctly.
12. John used four types of electrodes.
13. The class discussed four reasons for poor welds.
14. Listen carefully and closely to the directions.
15. Join the new safety club today.
16. Joe applied for a new job.
17. Keep solvent away from heat.

18. Tami peeled the wallpaper off the wall.

19. Store the paintbrush in a clean place.

20. Kate bought a calcimine paintbrush.

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ASSIGNMENT SHEET 2

ENGLISH – VERBS

XV

NAME ______________________________ SCORE _______

OBJECTIVE 3

Select linking verbs.

INTRODUCTION

Linking verbs are words that help to make a statement by linking the subject to the predicate. *Is*, *am*, *are*, *was*, *were*, *be*, *being*, *been* are always linking verbs. Look at your Information Sheet for other words that are sometimes linking verbs.

There may be more than one linking verb in a sentence.

DIRECTIONS

Underline the linking verbs in each of the following sentences.

EXAMPLE: Mr. Weaver was a volunteer for the dance committee.

1. Stillwater is a city in Payne County.
2. Sarah will be a good baby–sitter.
3. Sue is an excellent welder.
4. Today is Monday.
5. Calcimine, stippling and flat wall are types of paintbrushes.
6. Alligatoring, peeling, blistering, cracking, and scaling are painting defects.
7. The circuit protection devises were fusetron, fuse, and circuit breaker.
8. Outlets are electrical.
9. The wires were strong.
10. The resilient floor was freshly waxed.
11. The pie tasted too sweet.
12. The infant felt warm.
13. The food smelled wonderful.
14. The machine is electric.

15. I am well.

16. The day became cooler.

17. The baby grew taller.

18. One drop of oil is enough.

ASSIGNMENT SHEET 3 | ENGLISH – VERBS | XV

NAME ______________________________ SCORE _______

OBJECTIVE 4 **Select helping verbs.**

INTRODUCTION Helping verbs help other verbs make a statement.

DIRECTIONS In the sentences below, there are verbs of more than one word. Underline all words that are part of the verb. Use your Information Sheet to help you find the helping verbs.

EXAMPLE: They have already eaten dinner.

1. The teacher was slowing the speed of the floor buffer.
2. Jason is holding the fabric with his fingers away from the path of the needle.
3. Everyone in the class was sitting at a sewing machine.
4. The machine was started slowly by pressing the knee lever.
5. The house keeping aide was removing the wet floor signs.
6. The boys were identifying three types of welds.
7. The girls were discussing four reasons for poor welds.
8. You should wear your safety goggles.
9. A good welder will always keep the work area clean.
10. A good welder must not use worn or frayed cables.
11. A good welder shall wear a helmet.
12. A good welder shall also wear gloves.
13. Laura has named three types of resilient floor coverings.
14. All lines in a one–point perspective will meet at one point.
15. An artist may use many kinds of hand–lettering tools.
16. The newspaper artist will choose her own kind of lettering.

17. Do use the contact printing frame.

18. The rating of any one portable appliance shall not exceed 50% of the branch circuit rating.

19. A slot is a long narrow opening or groove.

20. Power is electricity used to run an electric sewing machine.

21. She will be the shop assistant.

22. She will be your new boss.

23. The child was being good.

24. The motel room was very messy.

25. Were you tired?

ASSIGNMENT SHEET 4

ENGLISH – VERBS

XV

NAME ______________________________ SCORE _______

OBJECTIVE 5 Select compound verbs.

INTRODUCTION Compound verbs are two or more main verbs in one sentence.

DIRECTIONS Underline the compound verbs in the following sentences.

EXAMPLE: She laughed and cried at the news.

1. My classmates yelled and laughed at me.
2. Electricians study hard yet work for good money.
3. I cooked and cleaned yesterday.
4. I played well but lost my game.
5. Road signs help or confuse drivers.
6. John built and raced a car.
7. Felix stretched and yawned during class.
8. My dog barked and ran toward the house.
9. Sally sewed, pressed, and hemmed her dress.
10. Soldiers fought and died during the battle.
11. Jeffrey can neither sing nor dance.
12. The small children played, skated,and slept.
13. We visited England and crossed famous bridges.
14. The cat will meow or scratch.
15. Rita swam, sunbathed, and played volleyball.
16. The students shouted and waved from the bus.
17. I can type a letter or take shorthand.
18. The student hammered and nailed the boards.

19. The ICE class took the test and passed.

ASSIGNMENT SHEET 5 | **ENGLISH – VERBS** | **XV**

NAME ______________________________ SCORE ________

OBJECTIVE 6 **Name the principal parts of verbs.**

INTRODUCTION Verbs form their principal parts in the following manner:

Present	**Present Participle**	**Past Past**	**Participle**
walked	walking (add –ing to present)	walked (add –ed to present)	have walked (add *have* to past)

NOTE: The past participle may also be used with *has.*

PART I

DIRECTIONS Name the principal parts of the following regular verbs. The first one has been done for you.

	Present	**Present Participle**	**Past**	**Past Participle**
1.	walk	walking	walked	(have) walked
2.	follow	________	followed	(have) followed
3.	talk	talking	talked	________
4.	________	washing	washed	(have) washed
5.	date	dating	________	________
6.	attack	________	________	(have) attacked
7.	________	supposing	supposed	________
8.	________	________	drowned	(have) drowned
9.	use	using	________	________
10.	happen	________	________	(have) happened

11.	risk	________	risked	(have) risked
12.	________	asking	________	(have) asked
13.	last	lasting	________	________
14.	track	________	tracked	________
15.	________	experiencing	experienced	________
16.	attempt		attempted	(have) attempted
17.	rent	renting	________	________
18.	play	________	________	(have) played

PART II

DIRECTIONS Write the principal parts of the following regular verbs as directed in parentheses.

EXAMPLE: cook (present participle)

1. walk (past)________________________________
2. walk (present participle)________________________
3. walk (past participle)__________________________
4. follow (past participle) _________________________
5. follow (past) _______________________________
6. follow (present participle) ______________________
7. ask (past) __________________________________
8. ask (present participle) _________________________
9. ask (past participle) ___________________________
10. attack (past participle)_________________________
11. attack (present participle)_______________________
12. attack (past)_______________________________
13. weld (past)________________________________
14. weld (present participle)_________________________

15. weld (past participle) ______________________________

16. play (past)______________________________________

17. play (past participle) ______________________________

18. play (present participle)___________________________

19. use (past) _______________________________________

20. use (present participle)____________________________

ASSIGNMENT SHEET 6

ENGLISH – VERBS

XV

NAME ______________________________ SCORE ______

OBJECTIVE 7 **Name the principal parts of irregular verbs.**

DIRECTIONS Name principal parts of irregular verbs. You may want to refer to Objective 7 of your Information Sheet to complete the chart below. The first one has been done for you.

	Present	**Present Participle**	**Past**	**Past Participle**
1.	write	writing	wrote	(have) written
2.	take	______	took	(have) taken
3.	freeze	freezing	froze	______
4.	ride	riding	______	(have) ridden
5.	do	______	did	______
6.	begin	beginning	______	______
7.	______	drinking	______	(have) drunk
8.	go	going	______	______
9.	______	breaking	broke	______
10.	______	______	brought	(have) brought
11.	eat	eating	______	______
12.	______	giving	______	(have) given
13.	drive	driving	______	______
14.	______	falling	______	(have) fallen
15.	______	seeing	saw	______
16.	take	______	______	(have) taken

17.	speak	speaking	_______	_______
18.	know	_______	_______	(have) known
19.	_______	ringing	_______	(have) rung
20.	sit	sitting	_______	_______

ASSIGNMENT SHEET 7

ENGLISH – VERBS

XV

NAME ______________________________ SCORE ________

OBJECTIVE 8 **Distinguish between verb tenses.**

DIRECTIONS Write the tense of each underlined verb in the space provided.

EXAMPLES: Past Jeff walked home.
Present Joe sees his shadow.
Future Tami will finish her project.

1. The cook washed his hands thoroughly. ________________
2. He preheated the griddle. ________________
3. He will make pancakes. ________________
4. He hopes for the best. ________________
5. Chili goes with hot dogs. ________________
6. The waitress chopped the onions. ________________
7. Onions make her cry. ________________
8. She will chop them anyway. ________________
9. Mr. Kenny and Mr. Moore eat there every day. ________________
10. They ate hamburgers yesterday. ________________
11. Today they will eat hot dogs. ________________
12. The cook makes good hot dogs. ________________
13. He also makes delicious steaks. ________________
14. Mr. Kenny and Mr. Moore eat steak sometimes. ________________
15. The waitress will get the coffee. ________________
16. The coffee is hot. ________________
17. The cups are clean. ________________
18. Mr. Kenny and Mr. Moore are hungry. ________________

19. They will eat soon. ________________________________

20. They will pay for their food. __________________________

ASSIGNMENT SHEET 8

ENGLISH – VERBS

XV

NAME ______________________________ SCORE _______

OBJECTIVE 9 **Identify verbs in sentences.**

DIRECTIONS Underline each verb in the following sentences. Underline all three kinds of verbs—action, helping, and linking. The number at the end of the sentence tells you how many words you should Underline.

EXAMPLE: I will not help you with your work. (2)

PART I

1. Did I cut evenly and accurately? (2)
2. Combine all dry ingredients. (1)
3. Carolyn will measure the milk. (2)
4. Jack is an ICE student. (1)
5. You should shake nonfat dry milk. (2)
6. Today you will be making nonfat dry milk. (3)
7. Yesterday you should have made banana pudding. (3)
8. I am waiting for my boss. (2)
9. He is always very late. (1)
10. Do not overtighten the fixture. (2)
11. Identify ten symbols in a wiring diagram. (1)
12. Name the three classifications of branch circuits. (1)
13. There are many vacuum attachments. (1)
14. The teacher is setting up the demonstration. (2)
15. What type attachment should be used for upholstery? (3)
16. What is the number of branch circuits required? (2)
17. Draw a wiring diagram. (1)

18. Name four reasons for using motor mounts. (1)

19. Tammy is a home economics student. (1)

20. She is hoping for a prize. (2)

PART II

Underline each verb in the following sentences.

EXAMPLE: I must clean the coils on the refrigerator.

1. Horse power rating must be the same or not more than one size larger.
2. Protective gloves prevent the spread of disease.
3. The concrete was too heavy for one person.
4. Dust is an enemy to a motor.
5. Carl could name four types of cleaning solvents.
6. Stephen pressed the shirt.
7. Terry welded.
8. Where is the cleaning cloth?
9. Anne made a V-butt weld in the flat position.
10. Pat could start, stop, and restart an arc.
11. The classes bought tools and equipment.
12. You must damp clean light fixtures.
13. You must have a measuring cup, measuring spoon, double boiler, wooden spoon, and a large bowl.
14. Please measure the cocoa and put it in a double boiler.
15. Elaine was a short order cook.
16. She could make delicious hamburgers.
17. She enjoyed her work.
18. Her husband Ray worked as a waiter.
19. He served the customers cheerfully and promptly.

20. They had a very profitable business.

NAME ______________________________ SCORE _______

OBJECTIVE 10

Complete verb crossword puzzle.

DIRECTIONS

Complete the following crossword puzzle. Fill in the squares with the correct verbs from each of the following clue sentences. The first one has been done for you.

ACROSS

3. I always choose the right answer.
5. Was she running for president?
7. Who are they?
9. My family rode through the Painted Desert.
10. I'm painting the walls next.
12. The students went on a field trip.
14. Who is it?
15. The horse galloped across the field.
18. I must call my family tomorrow.
21. A football kicker kicks field goals.
24. A mosquito bit my leg.
25. I oiled the motor.
27. Put oil on the chain.
28. She drove a nail into the board.
30. The housekeeper cleaned the motel room.
33. She beeped the horn in warning.
34. Sing a lullaby to the baby.
35. Howard boiled the water.

36. I did it!

37. Sammy saves string.

38. Suzie sets her hair on tin–can rollers.

DOWN

1. Please stir the soup.

2. Is she going to the hospital's housekeeping department?

3. They can do any task.

4. I own a new typewriter.

5. She went home early.

6. The monkey swings by its tail.

8. Wait for me!

11. Bingo is won by chance.

12. They walked over ten miles in one day.

13. Talk to me.

16. He paid the bill promptly.

17. Do the dishes quickly.

19. Use only one–half cup of detergent.

20. That could be a very good sign.

22. The rooster crowed at 5:30 each morning.

23. He stepped on a nail.

26. Drain spaghetti before serving it.

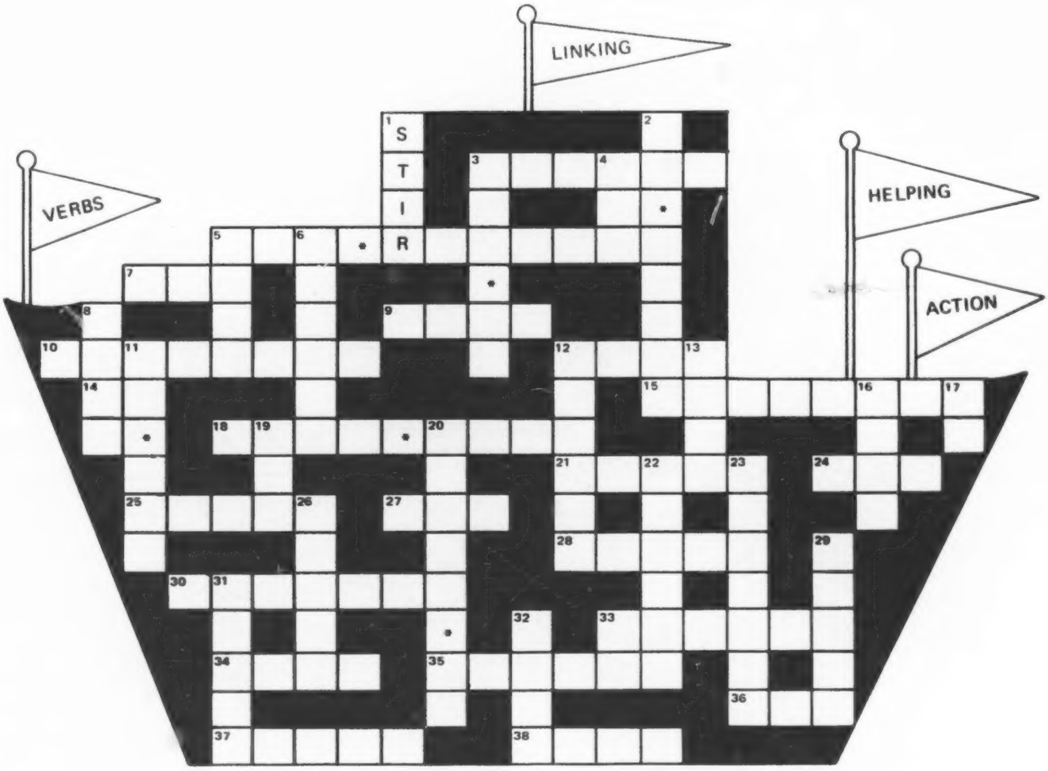
29. The teacher aided the student.

31. Mike always loses his pencil.

32. The whole family sits on the porch in the evening.

33. Be quiet!

PUZZLE


VERBS
LINKING
HELPING
ACTION
S
T
I
R

1035

ASSIGNMENT SHEET 1

PART I

1. hammers
2. turns
3. constructs
4. uses
5. sets
6. leveled
7. began
8. moved
9. washed
10. ate
11. lifted
12. used
13. chose
14. lost
15. ordered
16. reamed
17. cut
18. wound
19. controls
20. changed

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PART II

1. named
2. earned
3. asked
4. List
5. knew
6. identified
7. drew
8. wrote
9. cleaned
10. oiled
11. opened
12. used
13. discussed
14. Listen
15. Join
16. applied
17. Keep
18. peeled
19. Store
20. bought

ASSIGNMENT SHEET 2

1. is
2. will be
3. is
4. is
5. are

6. are
7. were
8. are
9. were
10. was
11. tasted
12. felt
13. smelled
14. is
15. am
16. became
17. grew
18. is

ASSIGNMENT SHEET 3

1. was slowing
2. is holding
3. was sottomg
4. was started
5. was removing
6. were identifying
7. were discussing
8. should wear
9. will keep
10. must use
11. shall wear
12. shall wear

13. has named
14. will meet
15. may use
16. will choose
17. do use
18. shall exceed
19. is
20. is
21. will be
22. will be
23. was being
24. was
25. Were

ASSIGNMENT SHEET 4

1. yelled, laughed
2. study, work
3. cooked, cleaned
4. played, lost
5. help, confuse
6. built, raced
7. stretched, yawned
8. barked, ran
9. sewed, pressed, hemmed
10. fought, died
11. sing, dance
12. played, skated, slept

13. visited, crossed
14. meow, scratch
15. swam, sunbathed, played
16. shouted, waved
17. can type, take
18. hammered, nailed
19. took, passed

ASSIGNMENT SHEET 5

PART I

1. walked
2. following
3. (have) talked
4. wash
5. dated, (have) dated
6. attacking, attacked
7. suppose, (have) supposed
8. drown, drowning
9. used, (have) used
10. happening, happened
11. risking
12. ask, asked
13. lasted, (have) lasted
14. tracking, (have) tracked
15. experience, (have) experienced
16. attempting

1040

17. rented, (have) rented

18. playing, played

PART II

1. walked
2. walking
3. (have) walked
4. (have) followed
5. followed
6. following
7. asked
8. asking
9. (have) asked
10. (have) attacked
11. attacking
12. attacked
13. welded
14. welding
15. (have) welded
16. played
17. (have) played
18. playing
19. used
20. using

ASSIGNMENT SHEET 6

1. write
2. taking
3. (have) frozen
4. rode
5. doing, (have) done
6. began, (have) begun
7. drink, drank
8. went, (have) gone
9. bring, bringing
10. ate, (have) eaten
11. give, gave
12. drove, (have) driven
13. fall, fell
14. see, (have) seen
15. taking, took
16. spoke, (have) spoken
17. knowing, knew
18. ring, rang
19. sat, (have) sat

ASSIGNMENT SHEET 7

1. Past
2. Past
3. Future
4. Present
5. Present
6. Past

7. Present
8. Future
9. Present
10. Past
11. Future
12. Present
13. Present
14. Present
15. Future
16. Present
17. Present
18. Present
19. Future
20. Future

ASSIGNMENT SHEET 8

PART I

1. Did, cut
2. Combine
3. will measure
4. is
5. should shake
6. will be making
7. should have made
8. am waiting
9. is

10. Do overtighten

11. Identify

12. Name

13. are

14. is setting

15. should be used

16. is required

17. Draw

18. Name

19. is

20. is hoping

PART II

1. must be

2. prevent

3. was

4. is

5. could name

6. pressed

7. welded

8. is

9. made

10. could start, stop (and) restart

11. bougt

12. must clean

13. must have

14. measure, put

15. was

16. could make

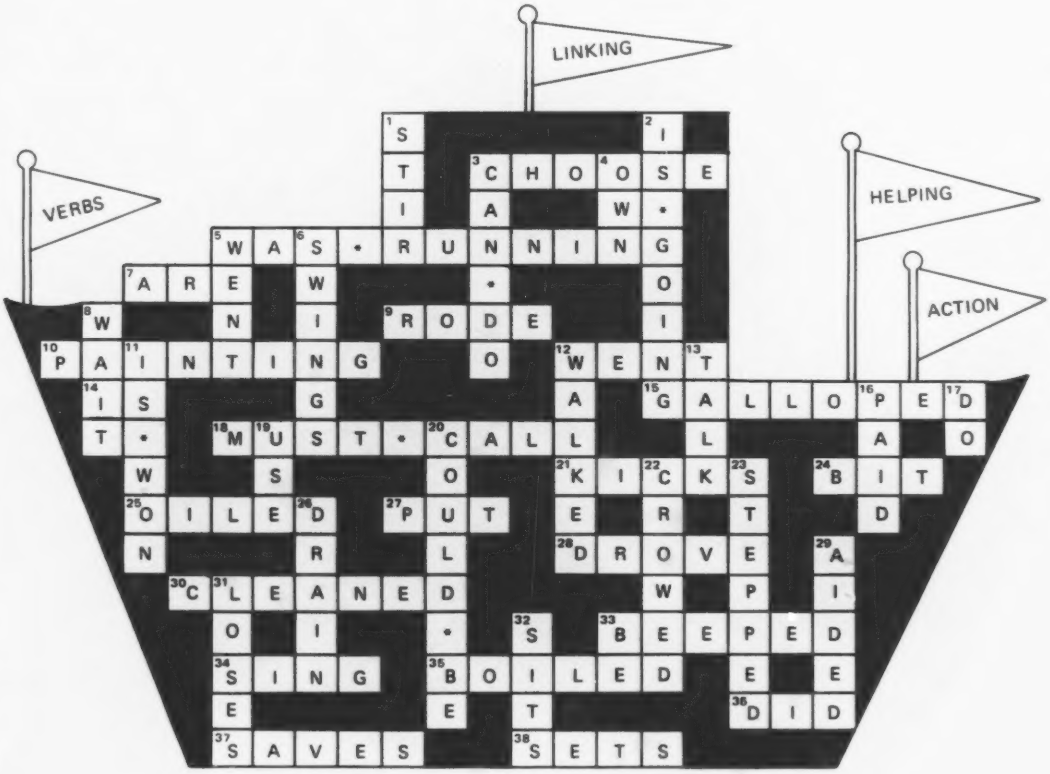
17. enjoyed

18. worked

19. served

20. had

PUZZLE ANSWERS


LINKING
VERBS
HELPING
ACTION
CHOOSE
WAS • RUNNING
ARE
RODE
PAINTING
WENT
IS
GALLOPED
MUST • CALL
KICKS
BIT
OILED
PUT
DROVE
CLEANED
BEEPED
SING
BOILED
DID
SAVES
SETS

WRITTEN TEST

ENGLISH – VERBS

XV

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with verbs to their correct definitions. Write the correct letters in the blanks.

____ 1. Contains a main verb and one or more helping verbs to make the sentence complete

____ 2. Part of a sentence that says something about the subject

____ 3. A word that shows action

____ 4. Verbs that help to make a statement by linking the subject to the predicate, adjective, pronoun, or noun.

____ 5. Subject/verb match in number

____ 6. Part of speech that indicates an action, condition, or state of being

____ 7. A verb which forms its past and past participle in some other way than a regular verb

____ 8. Group of words containing a subject and verb and expressing a complete thought

____ 9. Two or more verbs in one sentence

___ 10. A verb which forms its past and past participle by adding –d or –ed

___ 11. Base part of the verb; root

a. Action verb
b. Agreement
c. Compound verb
d. Infinitive
e. Irregular verb
f. Linking verb
g. Noun
h. Plural
i. Predicate
j. Preposition
k. Regular verb
l. Sentence
m. Standard
n. Subject
o. Verb
p. Verb phrase

OBJECTIVE 2

Select action verbs. Circle the action verbs in the sentences below.

1. She delivered the order.
2. The cashier accepted our money.
3. He made the deposit.

OBJECTIVE 3

Select linking verbs. Circle the linking verbs in the sentences below.

1. Jean was the best file clerk.
2. The desert tasted delicious.
3. He is president.

OBJECTIVE 4

Select helping verbs. Circle the helping verbs in the sentences below.

1. We should have been on time to go swimming.
2. They might be late.
3. Hey, they have gone.

OBJECTIVE 5

Select compound verbs. Circle the compound verbs in the sentences below.

1. The guests ate and swam all afternoon.
2. They played with the volleyball and threw the frisbee.
3. John dived in and stood on his hands in the pool.

OBJECTIVE 6

Name the principal parts of verbs. Fill in the blank or blanks with the correct form of the verb to complete the chart.

	Present	Present Participle	Past	Past Participle
1.	switch	________	switched	________
2.	________	looking	________	(have) looked
3.	expect	________	________	________

OBJECTIVE 7 **Name the principle parts of the following irregular verbs.** Fill in the blank or blanks with the correct form of the irregular verb to complete the chart.

	Present	Present Participle	Past	Past Participle
1.	bring	________	brought	________
2.	________.	knowing	________	(have) known
3.	write	________	________	________
4.	________	________	saw	________

OBJECTIVE 8 **Distinguish between verb tenses.** Identify the tense of the underlined verb.

1. A new air conditioner can be installed in three days. ______
2. The repairman returned from the shop.________________
3. He is not busy today. ____________________________

OBJECTIVE 9 **Identify verbs in sentences.** Write and "X" in the blank before each sentence in which the underlined part of speech is a verb.

___ 1. He matches the paint well.

___ 2. Matches need to be kept away from children.

___ 3. The groomsman brushes his horse's mane every day.

___ 4. Brushes are needed by the beautician.

NOTICE The following assignment sheet is not part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 10 **Complete the verb crossword puzzle.** SCORE ______

WRITTEN TEST ANSWERS
ENGLISH – VERBS
XV

OBJECTIVE 1

1. p
2. i
3. a
4. f
5. b
6. o
7. e
8. l
9. c
10. k
11. d

OBJECTIVE 2

1. delivered
2. accepted
3. made

OBJECTIVE 3

1. was
2. tasted
3. is

OBJECTIVE 4

1. should have
2. might
3. have

OBJECTIVE 5

1. ate, swam
2. played, threw
3. dived, stood

OBJECTIVE 6

1. switching, (have) switched
2. look, looked
3. expecting, expected, (have) expected

OBJECTIVE 7

1. bringing, (have) brought
2. know, knew
3. writing, wrote, (have) written
4. see, seeing, (have) seen

OBJECTIVE 8

1. future
2. past
3. present

OBJECTIVE 9

1, 3

OBJECTIVE 10

Refer to answers to Assignment Sheet 9.

OBJECTIVE SHEET

CAREER PLANNING AND RESEARCH

XVI

INTRODUCTION

One of life's most challenging problems is the identification of careers that will be satisfying, suitable, and profitable. There are many sources available for career planning. Taking the time necessary to do this planning and research might make the difference between a life-time of happiness or dissatisfaction with one's life work.

UNIT OBJECTIVE

After completing this unit, the student should be able to plan, research, and select a career choice. The student will demonstrate these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

PREREQUISITES

None

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with career planning and research to their correct definitions.
2. Describe research information available to survey career choices.
3. Select an occupational interest area within the career clusters identified by the United States government.
4. Complete a self-assessment. (Assignment Sheet 1)
5. Complete a career interest survey. (Assignment Sheet 2)
6. Complete a career research survey. (Assignment Sheet 3)
7. Identify career clusters associated with specific jobs. (Assignment Sheet 4)

SUGGESTED ACTIVITIES

CAREER PLANNING AND RESEARCH

XVI

PREPARATION

Order materials to supplement unit.

Guest Speakers

- Ask career counselor to speak to the class about the importance of career planning.
- Have students invite guests who are employed in career fields in which students have an interest.
- Supply the guest speaker with a copy of the objectives before their presentation.

DELIVERY

Objective 1

- Ask career counselor to speak to the class about the importance of career planning.
- Discuss terminology with the students and let them ask questions.

Objectives 2 and 3

- Show film *Careers: Making A Choice*.
- Discuss information sheets.
- Use Handouts 1, 2, 3, 4, and 5.
- Show examples of pages from research materials.
- Use Transparency Master 1 to discuss the parts of the *Dictionary of Occupational Titles* definitions.
- Show video *Kaleidoscope of Careers* (available tapes 1-5) based on students' areas of interest.

APPLICATION

Objective 4

- Give students the "Take Your Measure" self-assessment survey form. Discuss instruction.
- Use Assignment Sheet 1.

- Discuss various qualities listed on the survey sheet. Emphasize the importance of a personal inventory in making career choices.

Objective 5

- Use Assignment Sheet 2 to verify the importance of various aspects of career traits.

Objective 6

- Use Assignment Sheet 3 to give the student a survey instrument for their career research.

Objective 7

- Use Assignment Sheet 4 to find the students career cluster. This will also help students become familiar with the 15 career clusters.

EVALUATION

Pretest

- Pretest qualifying students.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Careers: Making a Choice*
- *Kaleidoscope of Careers* - tapes 1-5

  NOTE: These films are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these films from the Media Resource Center, Oklahoma State Department of Vocation and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.

  Out-of-state teachers may order the *Kaleidoscope of Careers* from ACE Distribution Service c/o Kansas Careers, 363 Bluemont Hall, Kansas State University, Manhattan, Kansas 66506.

Literature

- *DICTIONARY OF OCCUPATIONAL TITLES* , *OCCUPATIONAL OUTLOOK HANDBOOK*, and *GUIDE FOR OCCUPATIONAL EXPLORATION*, Bureau of Labor Statistics Publications Sales Center, P.O. Box 2145, Chicago, IL 60690 (or) Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. May also be located in the school or public library.

UNIT REFERENCES

- Bolles, Richard Nelson, *What Color Is Your Parachute?*, Ten Speed Press, P.O. Box 7123, Berkeley, California 94707, 1989.
- Gooch, Carrier, Huck, Work, *Pathway to Independence*, American Technical Society, Chicago, Illinois, 1977.
- Kelly, Joan M., and Volz-Patton, Ruth, *Career Skills*, Bennet & McKnight, Encino, California, 1987.
- Kimbell, Grady and Vineyard, Ben S., *Succeeding In The World of Work*, Glencoe Publishing Co., 17337 Ventura Blvd., Encino, California 91316.
- Littrell, J.J., *From School to Work: A Cooperative Education Book*, Goodheart-Wilcox, South Holland, Illinois, 1984.

- *DICTIONARY OF OCCUPATIONAL TITLES* , *OCCUPATIONAL OUTLOOK HANDBOOK*, and *GUIDE FOR OCCUPATIONAL EXPLORATION*, Bureau of Labor Statistics Publications Sales Center, P.O. Box 2145, Chicago, IL 60690 (or) Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. May also be located in the school or public library.

ADDITIONAL REFERENCES

- *Encyclopedia of Careers and Vocational Guidance*, J.G. Ferguson Publishing Co., 111 East Wacker Drive, Suite 500, Chicago, Illinois 60601, 1984.
- *Career Exploration*, Commonwealth of Virginia, Department of Education, Vocational and Adult Education, P.O. Box 6Q, Richmond, Virginia 23216.
- "Matching Yourself with the World of Work", reprint from *Occupational Outlook Quarterly*, United States Department of Labor, 1986.
- "Stacks of Ideas: Activities for Library Media Center and Classroom," Oklahoma State Department of Vocational and Technical Education 1500 West Seventh Avenue, Stillwater, Oklahoma 74074, 1988.

INTEREST AND APTITUDE TESTS

- "Career Decision-Making System," Harrington-O'Shea, American Guidance Services, Inc., Publishers Bldg., Circle Pines, Minnesota 55014-1796.
- "Kuder Preference Record," Vocational Form, CP, Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

OBJECTIVE 1

1. d
2. c
3. b
4. c
5. b
6. c
7. b
8. a

OBJECTIVE 2

The answers will vary on this question, but they should contain some of the facts which are listed below.

1. The U.S. Department of Labor publishes career information. *THE DICTIONARY OF OCCUPATIONAL TITLES*, focuses on occupational classifications and definitions. It includes standardized and comprehensive description of job duties and related information for more than 20,000 occupations. Nearly all jobs in the U.S. economy are covered. Occupations are grouped into systematic occupational classification structure based on interrelationships of tasks requirements.

2. The *OCCUPATIONAL OUTLOOK HANDBOOK* describes what workers do in each job, the training and education they need, earnings, working conditions, and expected job prospects for selected occupations covering a wide area of the economy. It is reprinted every two years and covers about 250 occupations.

3. The *GUIDE FOR OCCUPATION EXPLORATION* focuses on areas of career interest. The interest areas are defined and explained, with the following information for each area given:

   Type of work

   Skills and abilities required

   Determination of likes and dislikes for a particular type of work

   Preparing for and getting into the work area

   Other information to consider for the jobs

4. "Career Search." This program allows access to occupational information that is current, objective and valid. The information includes job outlook and description, plus wage scales for occupations throughout the state, and when possible, the region.

OBJECTIVE 3

1. T
2. F
3. F
4. T
5. F
6. F

OBJECTIVES 4-7

Refer to answers to Assignment Sheets 1 through 4.

DICTIONARY OF OCCUPATIONAL TITLES

THIS IS A SAMPLE PAGE FROM THE *DICTIONARY OF OCCUPATIONAL TITLES.*

OCCUPATIONAL GROUP ARRANGEMENT

0/1 PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

This category includes occupations concerned with the theoretical and practical aspects of such fields of human endeavor as: architecture; engineering; mathematics; physical sciences; social sciences; medicine and health; education; museum, library, and archival sciences; law; theology; the arts; recreation; administrative specialties; and management. Also included are occupations in support of scientists and engineers and other specialized activities such as piloting aircraft, operating radios, and directing the course of ships. Most of these occupations require substantial educational preparation, usually at the university, college, junior college, or technical institute level.

00/01 OCCUPATIONS IN ARCHITECTURE, ENGINEERING, AND SURVEYING

This division includes occupations concerned with the practical application of physical laws and principles of engineering and/or architecture for the development and utilization of machines, materials, instruments, structures, processes, and services. Typical specializations are research, design, construction, testing, procurement, production, operations, and sales. Also includes preparation of drawings, specifications, and cost estimates, and participation in verification tests.

001 ARCHITECTURAL OCCUPATIONS

This group includes occupations concerned with the design and construction of buildings and related structures, or landscaping, and/or floating structures, according to aesthetic and functional factors.

001.061-010 ARCHITECT (profess. & kin.)

Provides professional services in research, development, design, construction, alteration, or repair of real property, such as private residences, office buildings, theaters, public buildings, or factories. Consults with client to determine functional and spatial requirements and prepares information regarding design, specifications, materials, equipment, estimated costs, and building time. Plans layout of project and integrates engineering elements into unified design. Prepares scale and full size drawings and contract documents for building contractors. Furnishes sample recommendations and shop drawing reviews to client. Assists client in obtaining bids and awarding construction contracts. Supervises administration of construction contracts and conducts periodic onsite observation of work in progress. May prepare operating and maintenance manuals, studies, and reports.

001.061-014 ARCHITECT, MARINE (profess. & kin.) architect, naval; naval designer.

Designs and oversees construction and repair of marine craft and floating structures, such as ships, barges, tugs, dredges, submarines, torpedoes, floats, and buoys. Studies design proposals and specifications to establish basic characteristics of craft, such as size, weight, speed, propulsion, armament, cargo, displacement, draft, crew and passenger complements, and fresh or salt water service. Oversees construction and testing of prototype in model basin and develops sectional and waterline curves of hull to establish center of gravity, ideal hull form, and buoyancy and stability data. Designs complete hull and superstructure according to specifications and test data, in conformity with standards of safety, efficiency, and economy. Designs layout of craft interior including cargo space, passenger compartments, ladder wells, and elevators. Confers with MARINE ENGINEERS (profess. & kin.) to establish arrangement of boiler room equipment and propulsion machinery, heating and ventilating systems, refrigeration equipment, piping, and other functional equipment. Evaluates performance of craft during dock and sea trials to determine design changes and conformance with national and international standards.

001.061-018 LANDSCAPE ARCHITECT (profess. & kin.) community planner; environmental planner; land planner; site planner.

Plans and designs development of land areas for projects, such as parks and other recreational facilities, airports, highways, and parkways, hospitals, schools, land subdivisions, and commercial, industrial, and residential sites. Confers with clients, engineering personnel, and ARCHITECTS (profess. & kin.) on overall program. Compiles and analyzes data on such site conditions as geographic location, soil, vegetation, and rock features, drainage, and location of structures for preparation of environmental impact report and development of landscaping plans. Prepares site plans, working drawings, specifications, and cost estimates for land development, showing ground contours, vegetation, locations of structures, and such facilities as roads, walks, parking areas, fences, walls, and utilities, coordinating arrangement of existing and proposed land features and structures. Inspects construction work in progress to insure compliance with landscape specifications, to approve quality of materials and work, and to advise client and construction personnel on landscape features. May be designated according to project as HIGHWAY-LANDSCAPE ARCHITECT (profess. & kin.), PARK-LANDSCAPE ARCHITECT (profess. & kin.)

001.167-010 SCHOOL-PLANT CONSULTANT (education)

Formulates and enforces standards for construction and alteration of public school facilities throughout State. Developes legislation relative to school building sites and school design and construction. Guides school districts in development of long range comprehensive master plans, including such factors as site selection and expected population growth and mobility, and school finance and specifications. Coordinates activities, jurisdictions, and responsibilities of adjacent school districts and evaluates entire systems of schools. Provides technical information and advice to local school authorities considering construction or renovation of school plant. Inspects proposed sites and schools under construction or undergoing alteration to enforce applicable standards. Prepares suggested classroom plans and layouts, taking into consideration such factors as climate, construction costs, availability of materials, and accepted principles of institutional construction. Reviews plans for construction and renovation of school buildings and approves or disapproves plans in accordance with standards and policies of department. Confers with representatives of school boards, educators, and architects to explain and reach agreement on design concepts and construction standards. Arbitrates difficult and unusual construction disputes. Conducts special research studies concerned with lighting, heating, ventilation, air conditioning, and acoustics. Prepares reports for State education department and State Legislature.

001.261-010 DRAFTER, ARCHITECTURAL (profess. & kin.)

Performs duties of DRAFTER (profess. & kin.) by drawing artistic architectural and structural features of any class of buildings and like structures. Delineates designs and details, using drawing instruments. Confirms compliance with building codes. May specialize in planning architectural details according to structural materials used as DRAFTER, TILE AND MARBLE (profess. & kin.)

001.261-014 DRAFTER, LANDSCAPE (profess. & kin.)

Prepares detailed scale drawings and tracings from rough sketches or other data provided by LANDSCAPE ARCHITECT (profess. & kin.) performing duties described under DRAFTER (profess. & kin.). May prepare separate detailed site plan, grading and drainage plan, lighting plan, paving plan, irrigation plan, planting plan, and drawings and detail of garden structures. May build models of proposed landscape construction and prepare colored drawings for presentation to client.

002 AERONAUTICAL ENGINEERING OCCUPATIONS

This group includes occupations concerned with design and development of aircraft, space vehicles, surface ef-

OCCUPATIONAL OUTLOOK HANDBOOK

SAMPLE PAGE

Civil Engineers

(D.O.T. 005.061-.167 except .022; and 019.167-018)

Nature of the Work

Civil engineers, who work in the oldest branch of engineering, design and supervise the construction of roads, airports, tunnels, bridges, water supply and sewage systems, and buildings. Major specialties within civil engineering are structural, urban planning, hydraulic, environmental, construction, transportation, highway, and geotechnical engineering.

Many civil engineers hold supervisory or administrative positions, ranging from supervisor of a construction site to a city engineer. Others work as independent consultants.

Employment

Civil engineers held 199,000 jobs in 1986. Almost 40 percent of the jobs were in Federal, State, and local government agencies. Over one-third were in firms that provide engineering consulting services, primarily developing designs for new construction projects. The construction industry, public utilities, railroads, and manufacturing industries accounted for most of the rest.

Civil engineers usually are found in or near major industrial and commercial centers, often working at construction sites. Some projects are situated in remote areas or in foreign countries. In some jobs, civil engineers move from place to place to work on different projects.

Job Outlook

Employment of civil engineers is expected to increase faster than the average for all occupations through the year 2000. Most job openings, however, will result from the need to replace civil engineers who transfer to other occupations or leave the labor force.

A growing population and an expanding economy will result in a need for more civil engineers to design and construct transportation systems, water resource and disposal systems, large buildings, and other structures. More civil engineers also will be needed to repair or replace existing roads, bridges, and other public structures.

Construction and related industries, including those providing design services, employ many civil engineers. Employment opportunities here may decrease during economic slowdowns, when construction often is curtailed.

Sources of Additional Information

American Society of Civil Engineers, 345 E. 47th St., New York, NY 10017.

(See introductory part of this section for information on training requirements and earnings.)

Electrical and Electronics Engineers

(D.O.T. 003.061-.167 and .187)

Nature of the Work

Electrical and electronics engineers design, develop, test, and supervise the manufacture of electrical and electronic equipment. Electrical equipment includes power generating and transmission equipment used by electric utilities, and electric motors, machinery controls, and lighting and wiring in buildings, automobiles, and aircraft. Electronic equipment includes radar, computers, communications equipment, TV sets, and stereo components.

The specialties of electrical and electronics engineers include several major areas—such as power distributing equipment, integrated circuits, computers, electrical equipment manufacturing, or communications—or a subdivision of these areas—industrial robot control systems or aviation electronics, for example. Electrical and electronics engineers design new products, write performance requirements, and develop maintenance schedules. They also test equipment, solve operating problems, and estimate the time and cost of engineering projects.

Employment

Electrical and electronics engineers held 401,000 jobs in 1986, making it the largest branch of engineering. Most jobs were in firms that manufacture electrical and electronic equipment, business machines, professional and scientific equipment, and aircraft and parts. Engineering and business consulting firms, public utilities, and government agencies accounted for most of the remaining jobs.

Job Outlook

Employment opportunities for electrical and electronics engineers are expected to be good through the year 2000 because employment is expected to increase much faster than the average for all occupations and shortages of electrical engineering faculty and laboratory equipment may act to restrict enrollments in electrical engineering programs. Despite rapid growth, however, the majority of job openings will result from the need to replace electrical and electronics engineers who transfer to other occupations or leave the labor force.

Although increased demand by businesses and government for computers, communications equipment, and military electronics is expected to account for much of the projected employment growth, consumer demand for electrical and electronic goods and increased research and development on robots and other types of automation should create additional jobs.

Since many electrical engineering jobs are defense related, cutbacks in defense spending could result in layoffs of electrical engineers. Furthermore, engineers who fail to keep up with the rapid changes in technology in some specialties risk technological obsolescence, which makes them more susceptible to layoffs or, at a minimum, likely to be passed over for advancement.

Sources of Additional Information

Institute of Electrical and Electronics Engineers, United States Activities Board, 1111 19th St. NW., Suite 608, Washington, DC 20036.

(See introductory part of this section for information on training requirements and earnings.)

Meteorologists

(D.O.T. 025.062-010)

Nature of the Work

Meteorology is the study of the atmosphere, the air that surrounds the earth. Meteorologists study the atmosphere's physical characteristics, motions, and processes, and the way the atmosphere affects the rest of our environment. The best-known application of this knowledge is in forecasting the weather. However, weather information and meteorological research also are applied in air-pollution control, agriculture, air and sea transportation, and the study of trends in the earth's climate.

Meteorologists who forecast the weather, known professionally as *operational or synoptic meteorologists*, are the largest group of specialists. They study information on air pressure, temperature, humidity, and wind velocity, and apply physical and mathematical relationships to make short- and long-range weather forecasts. Their information comes from weather satellites and from remote sensors and observers in many parts of the world. Meteorologists are aided in their forecasts by sophisticated computer models of the world's atmosphere. Meteorologists interpret the results of these models to make short-term and local-area forecasts.

Some meteorologists engage in research. *Physical meteorologists* study the atmosphere's chemical and physical properties and how these affect the transmission of light, sound, and radio waves. They also study factors affecting formation of clouds, rain, snow, and other weather phenomena. *Climatologists* analyze past records of wind, rainfall, sunshine, and temperature. Their studies are used to plan heating and cooling systems, design buildings, and aid in effective land utilization. Much meteorological research is centered on improving weather forecasting, mainly through building better computer models of how the atmosphere interacts with land and water surfaces.

Working Conditions

Jobs in weather stations, most of which operate around the clock 7 days a week, often involve night work and rotating shifts. Most stations are at airports or in or near cities; some are in isolated and remote areas. Meteorologists in smaller weather stations generally work alone; in larger ones, they work as part of a team. Meteorologists not doing forecasting work regular hours, usually in offices.

Employment

Meteorologists held about 5,600 jobs in 1986. In addition, about 1,000 persons held meteorology faculty positions in colleges and universities. (See the statement on college and university faculty elsewhere in the *Handbook*.)

The largest employer of civilian meteorologists is the National Oceanic and Atmospheric Administration (NOAA), which employs about 1,800 meteorologists. About half of NOAA's meteorologists work in the National Weather Service at stations in all parts of the United States and in a few foreign countries. The remainder of NOAA's meteorologists work mainly in research. The Department of Defense employs over 250 civilian meteorologists. Others worked for private weather consultants, engineering services firms, and nonprofit organizations.

In addition to civilian meteorologists, thousands of members of the Armed Forces do forecasting and other meteorological work.

Training, Other Qualifications, and Advancement

A bachelor's degree with a major in meteorology is the usual minimum requirement for beginning jobs in weather forecasting. However, employers prefer to hire those with an advanced degree, and an advanced degree is increasingly necessary for promotion.

For research and college teaching and for many top level positions in other meteorological activities, an advanced degree, preferably a Ph.D. in meteorology, is essential. People with graduate degrees in other sciences also may qualify if they have advanced courses in meteorology, physics, mathematics, and chemistry.

Almost 100 colleges and universities offer degrees in meteorology. In addition, some departments of physics, earth science, and geophysics offer many atmospheric science and related courses. Many programs combine the study of meteorology with another field, such as agriculture, engineering, or physics.

Beginning meteorologists often do routine data collection, computation, or analysis and are given more difficult assignments as they gain experience. Experienced meteorologists may advance to various supervisory or administrative jobs. A few meteorologists establish their own weather consulting services.

Job Outlook

Employment of meteorologists is expected to grow faster than the average for all occupations through the year 2000. The National Weather Service, which employs many meteorologists, plans to increase its employment of meteorologists significantly, mainly in its field offices, to improve short-term and local-area weather forecasts. Although some of these additional jobs will be filled internally through the upgrading of meteorological technicians, there still should be many more openings in the National Weather Service in the next 5 to 10 years than there have been in the past. Employment of meteorologists in other parts of the Federal Government is not expected to increase. However, many new jobs will be created in private industry as more organizations recognize the value of private weather forecasting and meteorological services. Despite the projected faster-than-average growth, most of the job openings in this very small occupation will arise from the need to replace those who transfer to other occupations or leave the labor force.

Earnings

The average salary for meteorologists employed by the Federal Government was $39,700 in 1986. In early 1987, meteorologists in the Federal Government with a bachelor's degree and no experience received starting salaries of $14,822 or $18,358 a year, depending on their college grades. Those with a master's degree could start at $18,358 or $22,458; those with the Ph.D. degree, at $27,172 or $32,567.

Related Occupations

Workers in other occupations concerned with the physical environment include oceanographers, geologists and geophysicists, and environmental engineers.

Sources of Additional Information

Information on career opportunities in meteorology is available from:

American Meteorological Society, 45 Beacon St., Boston, MA 02108.

For facts about job opportunities with the National Oceanic and Atmospheric Administration, contact:

NOAA Personnel Office, Room 706, 6010 Executive Blvd., Rockville, MD 20852.

OCCUPATIONAL OUTLOOK HANDBOOK

SAMPLE PAGE

Title	Definition	Employment 1986	Projected growth 1986–2000
AGRICULTURE, FORESTRY, FISHING, AND RELATED OCCUPATIONS			
Animal caretakers, except farm	Feed, water, groom, exercise, or otherwise care for small or large animals, fish or birds in zoos, circuses, pounds, laboratories, animal hospitals, aquariums, kennels, or stables. Clean and repair cages, pens, or fish tanks. May administer tests to experimental animals or give treatments to sick or injured animals. May keep records of feedings, tests, treatments, and animals received and discharged.	80,000	Faster than average
Farm workers	Perform a variety of the following duties: Plant, cultivate, harvest, and store crops; tend livestock and poultry; operate and maintain farm machinery; and maintain structures. May haul livestock and produce to market or terminal shipping point.	940,000	Expected to decline
Fishers, hunters, and trappers	*Captains and officers, fishing vessels:* Supervise and navigate fishing vessels. *Fishers:* Catch or gather marine life with nets, seines, or lines. Clean equipment and make repairs. *Hunters and trappers:* Breed, raise, and protect game animals. Search for and catch wild birds and animals. Hunt predatory animals.	77,000	Faster than average
Forest and conservation workers	Develop, maintain, and protect forests and woodlands through such activities as raising and transporting tree seedlings, combating insects, pests, and diseases harmful to trees; and controlling erosion and leaching of forest soil. Includes occupations such as forester aides, seedling pullers, and tree planters.	36,000	About as fast as average
Gardeners and groundskeepers, except farm	Maintain grounds of public or private property using hand and power tools or equipment. May perform any combination of tasks, such as mowing, trimming, planting, watering, fertilizing, digging, raking, and sweeping. Additional duties may include minimal care and upkeep of buildings and equipment. May plan and execute small-scale landscaping operations. May dig and prepare graves.	767,000	Faster than average
Nursery workers	Work in nursery facilities planting, cultivating, harvesting, and transplanting trees, shrubs, or plants.	46,00	About as fast as average
Supervisors, agriculture, forestry, fishing, and related occupations	Directly supervise and coordinate the activities of agricultural, forestry, fishing, and related workers. May supervise helpers assigned to these workers.	65,000	Little change
CONSTRUCTION TRADES AND EXTRACTIVE OCCUPATIONS			
Ceiling tile installers and acoustical carpenters	Apply or mount acoustical tiles, blocks, strips, or sheets of shock-absorbing materials to ceilings and walls of buildings to reduce or reflect sound.	24,000	About as fast as average
Highway maintenance workers	Maintain highways, municipal and rural roads, airport runways, and rights-of-way in safe condition by patching broken or eroded pavement or erecting and repairing guard rails, highway markers, and snow fences. May also clear brush or plant trees along rights-of-way.	167,000	Slower than average

GUIDE FOR OCCUPATIONAL EXPLORATION -
DEFINITIONS OF INTEREST FACTORS

Definitions of Interest Factors

1. **ARTISTIC:**
Interest in creative expression of feelings or ideas.

2. **SCIENTIFIC:**
Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.

3. **PLANTS AND ANIMALS:**
Interest in activities involving plants and animals, usually in an outdoor setting.

4. **PROTECTIVE:**
Interest in the use of authority to protect people and property.

5. **MECHANICAL:**
Interest in applying mechanical principles to practical situations, using machines, handtools, or techniques.

6. **INDUSTRIAL:**
Interest in repetitive, concrete, organized activities in a factory setting.

7. **BUSINESS DETAIL:**
Interest in organized, clearly defined activities requiring accuracy and attention to detail, primarily in an office setting.

8. **SELLING:**
Interest in bringing others to a point of view through personal persuasion, using sales and promotion techniques.

9. **ACCOMMODATING:**
Interest in catering to the wishes of others, usually on a one-to-one basis.

10. **HUMANITARIAN:**
Interest in helping others with their mental, spiritual, social, physical, or vocational needs.

11. **LEADING-INFLUENCING:**
Interest in leading and influencing others through activities involving high-level verbal or numerical abilities.

12. **PHYSICAL PERFORMING:**
Interest in physical activities performed before an audience.

GUIDE FOR OCCUPATIONAL EXPLORATION

- AN EXAMPLE OF OCCUPATIONS LISTED UNDER A PARTICULAR INTEREST FACTOR
- LEADING-INFLUENCING

Financial Detail

Workers in this group use basic math skills as they deal with the public. Keeping records, answering customers' questions, and supervising others is often part of the job. Jobs in this group are found where money is paid to or received from the public. Banks, grocery check-out counters, and ticket booths are typical places of employment.

What kind of work would you do?

Your work activities would depend upon your specific job. For example, you might

- —receive money from customers and compute payments and interest for a loan company.
- —operate a cash register, receive cash, and make change in a grocery store.
- —cash winning tickets at a race track.
- —record bids for items and collect deposits at an auction.
- —keep records of the money you receive and pay out in a bank.

What skills and abilities do you need for this kind of work?

To do this kind of work, you must be able to:

- —use math to figure the cost of things and make change.
- —use eyes, hands, and fingers at the same time to operate an adding machine, calculator, or cash register.
- —deal with the public with tact and courtesy.
- —perform work that is routine and organized.
- —make decisions based on information that can be checked or verified.

How do you know if you would like or could learn to do this kind of work?

The following questions may give you clues about yourself as you consider this group of jobs.

- **—Have you balanced a checking account? Did your balance agree with the bank statement?**
- **—Have you used a calculator or adding machine? Do you like operating this type of equipment?**
- **—Have you sold tickets, candy, or other items? Can you make change rapidly and accurately?**
- **—Have you been the treasurer of a club or social group? Did your records balance at the end of your term in office?**
- **—Have you worked as a cashier in a military PX? Do you like working with the public?**

How can you prepare for and enter this kind of work?

Occupations in this group usually require education and/or training extending from short demonstration to over two years, depending upon the specific kind of work. Basic math skills are required for most of the jobs in this group. Workers usually receive on-the-job training for specific tasks. A few jobs may require experience or more formal business training. This training is offered by high schools, business schools, and government training programs. Jobs with the federal government usually require a civil service examination.

What else should you consider about these jobs?

Workers who handle money may have to be bonded to protect the employer against dishonest activities. At the end of their shift, workers must make sure that their cash on hand balances with their records. Sometimes this may mean working after the firm or company closes to the public.

If you think you would like to do this kind of work, look at the job titles listed on the following pages. Select those that interest you, and read their definitions in the Dictionary of Occupational Titles.

NAME ________________________________ SCORE ________

OBJECTIVE 1

Match terms associated with career planning and research to their correct definitions. Circle the correct answer.

1. An objective

   a. values

   b. skill

   c. interest

   d. goal

2. Quickness to learn or natural tendency

   a. knowledge

   b. attitude

   c. aptitude

   d. ability

3. Principal business in one's life

   a. job

   b. occupation

   c. work

   d. career

4. Personal beliefs

   a. interest

   b. morals

   c. values

   d. goals

5. Natural talent or acquired proficiency
    a. aptitude
    b. ability
    c. knowledge
    d. attitude
6. A planned activity that will bring a return
    a. job
    b. occupation
    c. work
    d. ability
7. Progress toward an occupational goal
    a. work
    b. career
    c. job
    d. profession
8. Concern or curiosity
    a. interest
    b. preference
    c. values
    d. goals

OBJECTIVE 2

Describe research information available to survey career choices. Write a 3 or 4 sentence paragraph for each of the following.

1. *Dictionary of Occupational Titles*

____

____

____

____

2. *Occupational Outlook Handbook*

____

____

____

____

3. *Guide for Occupational Exploration*

____

____

____

____

4. Career Search

____

____

____

____

OBJECTIVE 3 **Select an occupational interest area within the career clusters identified by the United States government.** Write a "T" in the blank before each true statement and an "F" in the blank before each false statement.

____1. The Department of Education developed a system of classifying categories of occupations.

____2. Changes in technology do not require changes in training.

____3. Most people do not change jobs during their lifetime.

____4. Career clusters are families of occupations based on their nature and purpose.

____5. Engineering is one of the career clusters.

____6. There are sixteen career clusters.

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following assignment sheet objectives.

OBJECTIVE 4 **Complete a self-assessment.** SCORE ________

OBJECTIVE 5 **Complete a career interest survey.** SCORE ________

OBJECTIVE 6 **Complete a career research survey.** SCORE ________

OBJECTIVE 7 **Identify career clusters associated with specific jobs.** SCORE ________

INFORMATION SHEET | CAREER PLANNING AND RESEARCH | XVI

OBJECTIVE 1

Match terms associated with career planning and research to their correct definitions.

- **Ability**—Power to do a task or skill; physical, mental and legal power to perform; competence, natural talent, or acquired proficiency
- **Aptitude**—Natural tendency, inclination, or ability to do a task or skill; quickness to learn or understand a particular function
- **Career**—Progress of individual toward his/her occupational goal; may include a variety of jobs, occupations, and professions
- **Career Clusters**—Fifteen career clusters identified by the U.S. Department of Education.
- *Dictionary of Occupational Titles* **(DOT)**—Source of information for job duties and requirements; compiled and published by the U.S. Department of Labor.
- **Goals**—An objective that may be short-term or long-term
- **Interests**—Things a person enjoys doing; concern or curiosity about something
- **Job**—Work in a particular field
- **Occupation**—Group of similar jobs; principal business in one's life
- *Occupational Outlook Handbook*—A source of vocational information; describes the nature of the work, training needed, and expected job prospects for a variety of occupations
- **Preference**—Being preferred; a greater liking
- **Skills**—Ability and knowledge to do the job well; the ability to use one's knowledge effectively and readily
- **Values**—Personal beliefs that influence a person's decision about what is desirable and worthwhile
- **Work**—Any kind of planned or responsible activity in which an individual engages with the expectation of a return

OBJECTIVE 2

Describe research information available to survey career choices. Research is the answer to finding occupations that are of interest to you. Careers that are similar to assessed job interest and skills should be explored. The more information you can gather about an occupation, the easier it will be to plan your future career.

Libraries, both public and school, are important sources of information. Books, periodicals, pamphlets, and nonprint materials, such as videotapes, movies, and audio cassettes are available.

- The United States Department of Labor publishes career information. *THE DICTIONARY OF OCCUPATIONAL TITLES*, focuses on occupational classifications and definitions. It includes standardized and comprehensive descriptions of job duties and related information for more than 20,000 occupations. Nearly all jobs in the United States economy are covered. Occupations are grouped into systematic occupational classification structure, based on interrelationships of job tasks and requirements.
- The *OCCUPATIONAL OUTLOOK HANDBOOK* describes what workers do in each job, the training and education they need, earnings, working conditions and expected job prospects for selected occupations covering a wide area of the economy. It is reprinted every two years and covers about 250 occupations.
- The *GUIDE FOR OCCUPATIONAL EXPLORATION* focuses on areas of career interest. The interest areas are defined and explained, with the following information for each area given:
    - Type of work
    - Skills and abilities required
    - Determination of likes and dislikes for a particular type of work
    - Preparing for and getting into the work area
    - Other information to consider for the jobs

The Oklahoma State Department of Vocational and Technical Education, Career Information, offers a computerized "Career

Search" program and this program allows access to occupational information that is current, objective, and valid. The information includes job outlook and description, plus wage scales for occupations throughout the state, and when possible, the region.

OBJECTIVE 3

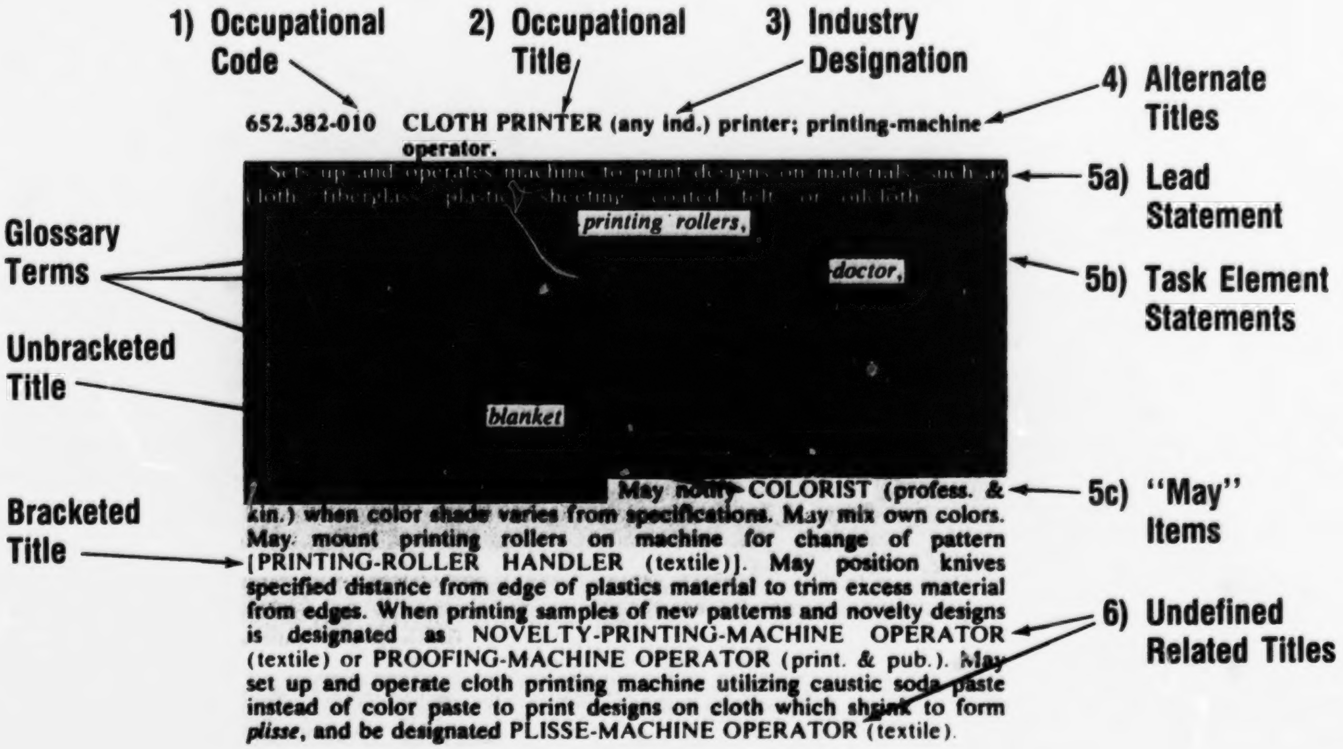
Select an occupational interest area within the fifteen career clusters identified by the United States Department of Education.

The United States Department of Education developed a system of grouping occupations into categories or *clusters*. These clusters are families of occupations based on their nature and purpose. Jobs range from professional to unskilled. Changes in technology demand new skills. More people are changing jobs several times during their lifetime, so training and retraining is a continuing process.

The career clusters, classifying occupations into clusters, identify areas that are interesting to you. The clusters are:

- Agri-business and Natural Resources
- Arts and Humanities
- Business and Office
- Communications and Media
- Construction
- Health
- Home Economics and Consumer
- Hospitality and Recreation
- Manufacturing
- Marketing and Distribution
- Marine Science
- Natural Resources and Environment
- Personal Service
- Public Service
- Transportation

Parts of a DOT Definition



1) Occupational Code

2) Occupational Title

3) Industry Designation

4) Alternate Titles

652.382-010 CLOTH PRINTER (any ind.) printer; printing-machine operator.

[redacted]

printing rollers,

doctor,

blanket

May notify COLORIST (profess. & kin.) when color shade varies from specifications. May mix own colors. May mount printing rollers on machine for change of pattern [PRINTING-ROLLER HANDLER (textile)]. May position knives specified distance from edge of plastics material to trim excess material from edges. When printing samples of new patterns and novelty designs is designated as NOVELTY-PRINTING-MACHINE OPERATOR (textile) or PROOFING-MACHINE OPERATOR (print. & pub.). May set up and operate cloth printing machine utilizing caustic soda paste instead of color paste to print designs on cloth which shrink to form *plisse*, and be designated PLISSE-MACHINE OPERATOR (textile).

Glossary Terms

Unbracketed Title

Bracketed Title

5a) Lead Statement

5b) Task Element Statements

5c) "May" Items

6) Undefined Related Titles

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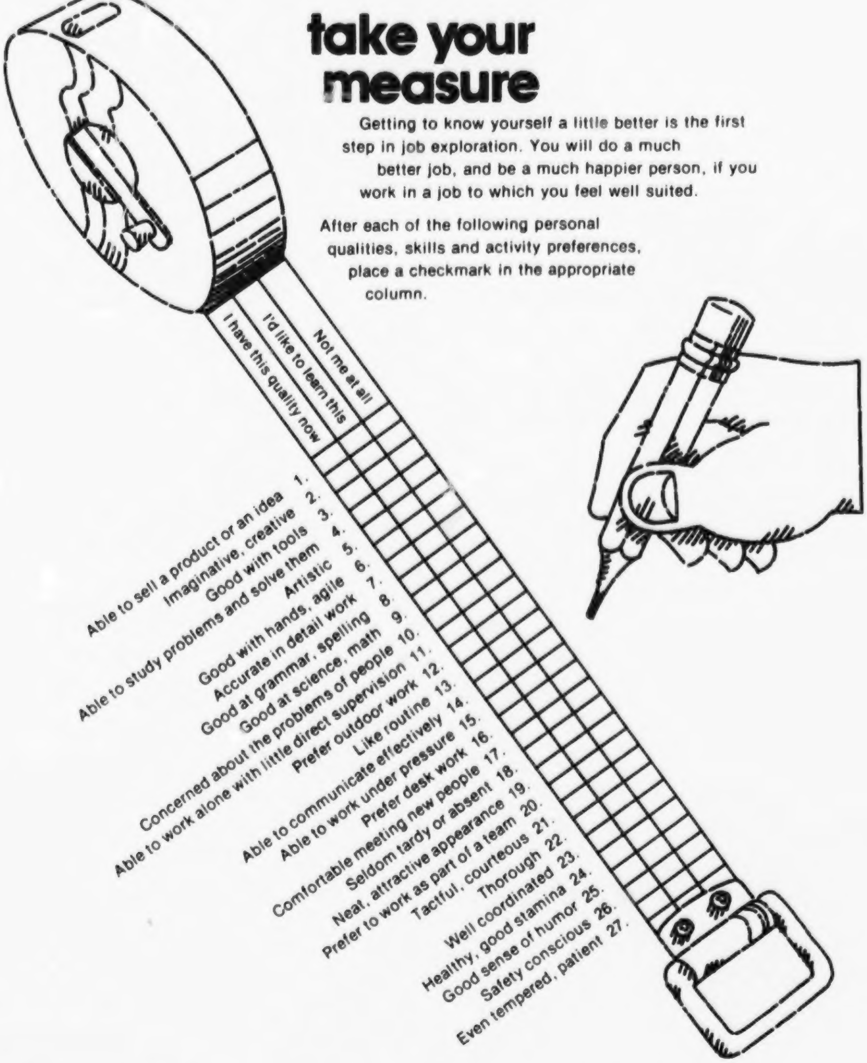
ASSIGNMENT SHEET 1 | **CAREER PLANNING AND RESEARCH** | **XVI**

NAME ______________________________ SCORE ________

OBJECTIVE 4 Complete a self-assessment.



take your measure

Getting to know yourself a little better is the first step in job exploration. You will do a much better job, and be a much happier person, if you work in a job to which you feel well suited.

After each of the following personal qualities, skills and activity preferences, place a checkmark in the appropriate column.

	I have this quality now	I'd like to learn this	Not me at all
Able to sell a product or an idea 1.			
Imaginative, creative 2.			
Good with tools 3.			
Able to study problems and solve them 4.			
Artistic 5.			
Good with hands, agile 6.			
Accurate in detail work 7.			
Good at grammar, spelling 8.			
Good at science, math 9.			
Concerned about the problems of people 10.			
Able to work alone with little direct supervision 11.			
Prefer outdoor work 12.			
Like routine 13.			
Able to communicate effectively 14.			
Able to work under pressure 15.			
Prefer desk work 16.			
Comfortable meeting new people 17.			
Seldom tardy or absent 18.			
Neat, attractive appearance 19.			
Prefer to work as part of a team 20.			
Tactful, courteous 21.			
Thorough 22.			
Well coordinated 23.			
Healthy, good stamina 24.			
Good sense of humor 25.			
Safety conscious 26.			
Even tempered, patient 27.			

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NAME ______________________________ SCORE _______

OBJECTIVE 5 **Complete a career interest survey.**

INTRODUCTION What kind of career would you like to have and how important is it to you? Indicate the degree of importance you would personally attach to each item. Circle VI (Very Important), I (Important), UI (Unimportant), or VU (Very Unimportant) to the right of each job characteristic.

1. **Ability Utilization:** I could do something that makes use of my abilities.
   VI I UI VU
2. **Achievement:** The job could give me a feeling of accomplishment.
   VI I UI VU
3. **Activity:** I could be busy all the time.
   VI I UI VU
4. **Advancement:** The job would provide an opportunity for advancement.
   VI I UI VU
5. **Authority:** I could tell other people what to do.
   VI I UI VU
6. **Company Policies & Practices:** The company would carry out its policies fairly.
   VI I UI VU
7. **Compensation:** My pay would compare well with that of other workers.
   VI I UI VU
8. **Co-workers:** It would be easy to make friends with my co-workers.
   VI I UI VU
9. **Creativity:** I could try out some of my own ideas.
   VI I UI VU

10. **Independence:** I could work alone on the job.

VI I UI VU

11. **Moral Values:** I could do the work without feeling that it is morally wrong.

VI I UI VU

12. **Recognition:** I could get recognition for the work I do.

VI I UI VU

13. **Responsibility:** I could make decisions on my own.

VI I UI VU

14. **Security:** The job would provide for steady employment.

VI I UI VU

15. **Social Service:** I could do things for other people.

VI I UI VU

16. **Social Status:** I could be respected in the community.

VI I UI VU

17. **Supervision-Human Relations:** My supervisor would back up the employees.

VI I UI VU

18. **Supervision-Technical:** My supervisor would train employees well.

VI I UI VU

19. **Variety:** I could do something different every day.

VI I UI VU

20. **Working Conditions:** The job would have good working conditions.

VI I UI VU

After completion of this activity, use a highlighter or circle the numbers of the statements that are very important and important to you. Use this list as a criteria for your research.

Adapted from an activity developed by Mary Klaurens, Lorraine Hansen, and W. Wesley Tennyson. *Satisfactions and Rewards of Work: A Career Resource Guide.* (St. Paul: Pupil Personnel Services Section, Minnesota State Department of Education, 1972).

NAME ______________________ SCORE ________

OBJECTIVE 6 **Complete a Career Research Survey.**

DIRECTIONS If you have covered objectives 1 through 5, complete the following research survey.

NAME ______________________

DATE ______________________

CAREER RESEARCH SURVEY

NAME OF THE CAREER ______________________

DUTIES PERFORMED

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________

EDUCATION AND TRAINING NEEDED

1. What high school courses would be needed?
   a. ______________________
   b. ______________________
   c. ______________________

2. What higher level education would be necessary?

a. ______________________________

b. ______________________________

c. ______________________________

3. What are the number of years required to complete?

a. ______________________________

b. ______________________________

c. ______________________________

4. Is there certification/licensing/apprenticeship, etc. required to work in this field?

a. ______________________________

b. ______________________________

c. ______________________________

5. Where can I get the necessary education:

a. ______________________________

b. ______________________________

c. ______________________________

6. Where can I get the training for this job?

a. ______________________________

b. ______________________________

c. ______________________________

7. What will be the approximate cost of the necessary training?

a. ______________________________

b. ______________________________

8. What are some necessary skills, aptitudes, and personality traits needed for this career?

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

9. In what area of the country are the job opportunities?

   a. ____________________

   b. ____________________

   c. ____________________

10. What is the outlook for employment in this field in

    a. Two years ____________________

    b. Ten years ____________________

11. Are there opportunities for advancement?

    ____

12. Is additional training or education needed for advancement? If so, what kind?

    ____

13. What is the income for your selected geographical area?

    a. What is the beginning wage or salary? __________

    b. What is the average wage paid for this occupation? __________

    c. Expected salary or wages after two years? __________

    d. Expected earnings after ten years? __________

14. General working conditions

    a. Will this work be inside or outside? __________

    b. What physical requirements are necessary for this career? (strength, eyesight, etc.) __________

c. What health or safety dangers do the workers face? ________

____

15. Name five areas about the career that appeal to you.

a. ____

b. ____

c. ____

d. ____

e. ____

16. Name two advantages and two disadvantages that you see in this career.

Advantages ________________________________

____

Disadvantages ______________________________

____

17. List three companies which hire workers for this occupation.

a. ____

b. ____

c. ____

18 List two sources of information you have used to complete this research.

a. ____

b. ____

19. After researching this occupation, what are your feelings?

____

____

Explain your answer. Discuss why this occupation appeals to you or does not appeal to you. ________________

____

1080

ASSIGNMENT SHEET 4 | **CAREER PLANNING AND RESEARCH** | **XVI**

NAME ______________________________ SCORE _______

OBJECTIVE 7 **Identify career clusters associated with specific jobs.**

INTRODUCTION The personal qualities, skills and interests assessments that were completed in assignment sheets 1, 2, and 3 have given you an idea of your career interests.

DIRECTIONS Complete the following assignment, by placing the number(s) of the career cluster in which you could find each job in the space following the job name.

NOTE: There can be more than one answer.

Write your own career choice(s) in the last blank.

1081

career clusters

AGRI-BUSINESS AND NATURAL RESOURCES 1	BUSINESS AND OFFICE 2	HEALTH 3	PUBLIC SERVICE 4	ENVIRONMENT 5
COMMUNICATIONS AND MEDIA 6	HOSPITALITY AND RECREATION 7	MANUFACTURING 8	MARKETING AND DISTRIBUTION 9	MARINE SCIENCE 10
PERSONAL SERVICE 11	CONSTRUCTION 12	TRANSPORTATION 13	CONSUMER AND HOMEMAKING 14	FINE ARTS AND HUMANITIES 15

jobs

Place the number of the career cluster in which you could find each job in the space following the job name.

Billing Clerk ____________

Hairdresser ____________

Forest Ranger ____________

Computer Programmer ____________

Telephone Installer ____________

Parks Grounds Keeper ____________

Owner of a Merry-go-round ____________

Assembly Line Supervisor ____________

Scuba Diver ____________

Shoe Repairer ____________

Pilot ____________

Greeting Card Illustrator ____________

County Farm Agent ____________

Hospital Administrator ____________

Police Officer ____________

Advertising Copywriter ____________

Hotel Desk Clerk ____________

Salesperson ____________

Lawyer ____________

Heavy Equipment Operator ____________

Garage Mechanic ____________

Teacher ____________

Customer Service Representative ____________

Dental Hygienist ____________

Pollution Control Technician ____________

TV Camera Operator ____________

Tool and Die Maker ____________

Warehouse Worker ____________

Restaurant Owner and Operator ____________

Aquarium Director ____________

Carpenter ____________

Telephone Operator ____________

Musician ____________

Baby Sitter ____________

Your own job choice ____________

____

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ASSIGNMENT SHEETS 1-3

There are no right or wrong answers for assessment assignments. It is the student's opinion. Make sure the student understood the assignment, answered all of the questions, and has an opportunity to discuss the results. Criteria for grading would be finishing assignment on time, appearance of paper, and answering all questions completely.

ASSIGNMENT SHEET 4

Following are the correct answers for the career clusters. Do not include in the grading the student answer for personal cluster choice.

Billing Clerk	2
Hairdresser	11
Forest Ranger	1, 4, 5
Computer Programmer	2
Telephone Installer	6
Parks Grounds Keeper	5
Owner of a Merry-go-round	7
Assembly Line Supervisor	8
Scuba Diver	10, 7
Shoe Repairer	11
Pilot	13
Greeting Card Illustrator	6, 15
County Farm Agent	1, 4, 14
Hospital Administrator	3
Police Officer	4
Advertising Copywriter	6

Hotel Desk Clerk	7
Salesperson	9
Lawyer	11, 14
Heavy Equipment Operator	12
Garage Mechanic	11, 13
Teacher	4
Customer Service Representative	6, 2, 14
Dental Hygienist	3
Pollution Control Technician	5
TV Camera Operator	6
Tool and Die Maker	8
Warehouse Worker	9
Restaurant Owner and Operator	7
Aquarium Director	10
Carpenter	12
Telephone Operator	6
Musician	15
Baby Sitter	11, 14
Your own job choice	

OBJECTIVE 1

Match terms associated with career planning and research to their correct definitions. Write the correct letter in the blanks.

____ 1. An objective

____ 2. Power to do a task

____ 3. Personal beliefs

____ 4. Ability and knowledge to do a job well

____ 5. Natural tendency

____ 6. Curiosity about something

____ 7. Work in a particular field

____ 8. Group of similar jobs

a. Aptitude

b. Occupation

c. Preference

d. Skills

e. Values

f. Goal

g. Job

h. Interest

i. Ability

j. Career

k. Career Clusters

l. Work

m. Morals

n. Responsibilities

OBJECTIVE 2

Describe research information available to survey career choices.

1. List the book that focuses on the career interest areas.

____

2. Which program provides job outlook and description.

____

3. Give the title of the book that describes the training and education needed.

____

4. Name the book that focuses on occupational classification.

____

OBJECTIVE 3 **Select an occupational interest area within the career clusters identified by the United State government.** Write a "T" in the blank before each true statement and an "F" in the blank before each false statement.

____1. There are 32 career clusters.

____2. Training is necessary and is a continuing process.

____3. The career clusters are based on salary.

____4. Changes in technology demand new skills.

____5. More people are changing jobs several times during their lifetime.

____6. The United States Department of the Interior developed the career clusters categories.

____7. The environment is one of the career clusters.

NOTICE The following assignment sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 4 **Complete a self-assessment.** SCORE ________

OBJECTIVE 5 **Complete a career interest survey.** SCORE ________

OBJECTIVE 6 **Complete a career research survey.** SCORE ________

OBJECTIVE 7 **Identify career clusters associated with specific jobs.** SCORE ________

WRITTEN TEST ANSWERS

CAREER PLANNING AND RESEARCH

XVI

OBJECTIVE 1

1. f
2. i
3. e
4. d
5. a
6. h
7. g
8. b

OBJECTIVE 2

1. *The Guide for Occupational Exploration*
2. "Career Search" Program
3. *Occupational Outlook Handbook*
4. *The Dictionary of Occupational Titles*

OBJECTIVE 3

1. F
2. T
3. F
4. T
5. T
6. F
7. T

OBJECTIVES 4-7

Refer to answers to Assignment Sheets 1 through 4.